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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Dec 86

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $56.00 (Domestic), $70.00 (Foreign).

LANGUAGE- English

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)

DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials

IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

Valli, Linda
Authority Relations at School and Work: A Case Study of Office Education.
PUB DATE- 18 Oct 83
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adoption (Ideas); Attitude Change; Case Studies; Cooperative Education; Cooperative Programs; *Education Work Relationship; Employer Employee Relationship; Family Characteristics; Family Influence; Followup Studies; Graduate Surveys; High Schools; *Office Occupations Education; Outcomes of Education; *Power Structure; Social Structure; Student Attitudes; Teacher Student Relationship; *Work Attitudes; *Work Environment

A study examined the reproduction of authority relations in a cooperative office education program at an urban, primarily working-class high school in a midwestern city. The subjects of the case study were 16 current program enrollees, 17 program alumnae, and a female teacher who described herself as a pro-union feminist. Study participants, all female, were interviewed concerning their family backgrounds and influences, experiences during the cooperative office education program, and their working life and perspective after high school. It appeared that both the school and workplaces engage in practices to transmit a work ethic and docile respect for authority and to accommodate young workers to their place in a hierarchical division of labor. The young workers studied often exhibited loyal, dependable, and docile behavior even while they were quite critical of the work behavior of their superordinates. Those individuals studied appeared to be good workers not so much because they had internalized the expectations of their employers and the lessons of the school, but because they had their own psychological and cultural reasons for producing high-caliber work. Although the main process at work in their lives was one of social and cultural reproduction rather than transformation, it is argued that their insights and actions did more than recreate oppressive structures and relations. These individuals worked hard because they experienced work as: (1) helping their supervisors (whom they liked); or (2) helping the consumer (with whom they identified). (MN)

ED 271 576 CE 044 672

Coad, Cynthia
Job Placement Program and Follow-Up System. Orange County Educational Consortium For Competency Based JTPA Vocational Training.
North Orange County Community Coll. District, Fullerton, Calif.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento.; Orange County Job Training Partnership Agency, Fullerton, CA.
PUB DATE- 85
NOTE- 276p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Business Education; Business Skills; Checklists; Competency Based Education; Counseling Objectives; *Counseling Techniques; *Disadvantaged; *Employment Counselors; *Employment Programs; *Followup Studies; Job Application; *Job Placement; Job Search Methods; Job Training; Portfolios (Background Materials); Postsecondary Education; Records (Forms); Recruitment; Referral; Unemployment; Vocational Adjustment; Vocational Education
IDENTIFIERS- *Job Training Partnership Act 1982

This guide is intended to assist vocational training placement personnel responsible for recruiting, counseling, or providing vocational services to disadvantaged or unemployed clients of a Job Training Partnership Act program. The manual is a compilation of verified vocational educational activities related to job placement and followup activities, which are presented in two major chapters. The first of these (chapter 5) contains job activities for the placement personnel, and the second of these (chapter 6) covers job placement competencies for program clients. Explanations, instructional material, and examples are provided for the following job activities of placement specialists: interviewing, coaching, and updating clients; maintaining daily contact with clients and employers; and planning and executing business advisory meetings. Measurable objectives are provided for 17 job placement competencies for program clients, including job search, application, and retention. Developing a placement followup system and evaluating and field-testing a placement program are also addressed. Appendixes to the manual include a list of placement specialist competencies; sample interview, application, and student assessment forms; sample maps; grooming checklists; a model client portfolio; project-related correspondence and record forms; a decision-making progress chart; and materials for use with employers and advisory committees. (MN)

ED 271 590 CE 044 693

Holmes, Roger
Cost Reduction. Supervising: Economic and Financial Aspects. The Choice Series #72. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-80-5
PUB DATE- 85
NOTE- 70p.; For related documents, see ED 266 310-312, ED 268 236-263, ED 270 592-593, and CE 044 689-692.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington New Town, Tyne and Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Budgeting; *Money Management; *Operating Expenses; Postsecondary Education; *Productivity; Recordkeeping; *Supervisory Methods; *Supervisory Training
IDENTIFIERS- *Cost Containment

This student guide is intended to assist persons employed as supervisors in learning to reduce costs. Discussed in the first four sections are the following topics: costs (functional, fixed, and variable costs and ways of controlling costs); cost consciousness (getting people involved, passing on information, and getting and giving feedback); and checklists for cost reduction (checklists for the work team; materials; and machines, equipment, and services). Each of these sections contains an introduction, instructional text that is interspersed with reinforcing learning activities, and a section summary. The fifth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). A unit review, which also includes a description of related extension courses and resources, concludes the guide. (MN)

ED 271 604 CE 044 714

Salant, Priscilla; And Others
Farm Viability: Results of the USDA Family Farm Surveys. Rural Development Research Report No. 60.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Jul 86
NOTE- 27p.; Document printed in colored ink.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Agricultural Education; Dairy Farmers; *Farmers; *Farm Management; Farm Occupations; *Financial Problems; Off Farm Agricultural Occupations; *Success; Surveys; Vocational Education

The financial well-being of farm households in 29 Mississippi and Tennessee counties in 1980 and 8 Wisconsin counties in 1982 were analyzed. More than 90 percent of families planning to leave farming were viable under economic conditions at survey time. Almost half of Wisconsin dairy farm households were not viable. Higher debt, younger operator age, and lower farm production efficiency were typical of the least viable households. Less than 20 percent of families with part-time farm operators and nondairy farms were not viable. The most severely stressed operated the largest and least profitable farms. Of families with full-time operators and smaller nondairy farms, 55 percent in Mississippi-Tennessee and 32 percent in Wisconsin were not viable. The typical farm was too small to support a household. Forty-two percent of families with full-time operators and larger nondairy farms were not viable. Production inefficiency and high interest costs aggravated income problems. Options suggested to improve farm family well-being included development of nonfarm job opportunities, vocational training to help younger operators change occupations, greater availability of credit, and commodity programs. (YLB)

ED 271 619 CE 044 733

Dwiggins, Donna; And Others
Overview of Special Education. Teacher Training Module #3.
  Correctional/Special Education Training Project.
Eastern Kentucky Univ., Richmond. Dept. of Correctional Services.
SPONS. AGENCY- Office of Special Education and Rehabilitative
  Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 86
NOTE- 128p.; For related documents, see CE 044 730-738.
GRANT- G008303696
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
  Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; Adult Education; Competency Based
  Education; *Correctional Education; Developmental Continuity;
  *Disabilities; Educational History; Educational Legislation;
  *Educational Needs; Educational Objectives; Evaluation Criteria;
  Mainstreaming; Postsecondary Education; *Prisoners; Program
  Implementation; *Special Education; *Teacher Education; Young
  Adults

This module, which is one in a series of training packages intended to train educators working with handicapped adolescents and young adults in correctional settings, deals with the terminology and issues/concepts of special education. Addressed in the individual sections of the module are the following topics: the distinction between normality and abnormality in statistical, medical, and social terms; different areas of exceptionality; factors that influence schooling in the United States; major problems of the U.S. educational system; the emergence of special and remedial programs in American schools; the significance of major legislation and litigation in the right to education for the handicapped movement; the concepts continuum of services, mainstreaming, and least restrictive environment; and current issues in special and correctional education. The module includes instructional design specifications (module title, competency statement, rationale statement, prerequisites); module objectives; evaluation procedures and criteria, learning activities and alternatives; a content outline; references; handouts; overhead transparency masters; and a training evaluation form. (MN)

ED 271 633 CE 044 762

Opening Doors. Creating Further Education Opportunities for the Unemployed.

Further Education Unit, London (England).

REPORT NO.- ISBN-0-948621-22-2
PUB DATE- Jun 86
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Access to Education; Adult Education; Adults; *Curriculum Development; *Educational Opportunities; Foreign Countries; Needs Assessment; *Postsecondary Education; *Program Development; *Unemployment; Unemployment Insurance
IDENTIFIERS- *Great Britain

This report gives practical advice to unemployed people wishing to attend further education establishments while retaining their right to unemployment and/or supplementary benefits. It also provides advice and examples of good practice to colleges to encourage claimant study, explores ways to develop successful programs for unemployed people, and discusses some current issues in further education relating to study for the unemployed. Section 1 introduces the general topic of learning while unemployed. Section 2 explores ways colleges can make provision for claimants through identification of needs, provision and promotion of programs to satisfy those needs, provision of guidance, curriculum balance, provision of supportive assessment, and attention to specific needs of adults. Section 3 focuses on deploying resources to contain the costs. Conclusions are set forth in Section 4. Appendixes, amounting to over one-half of the report, include a basic explanation of the unemployment and supplementary benefit system, a basic explanation of the benefit system as it relates to studying, examples of provision made by colleges for unemployed students, sources of help and advice for claimants/students, information on part-time education for the unemployed, recommendations for open learning provision, and a curriculum planning checklist. (YLB)

ED 271 648 CG 019 187

Kirkpatrick, J. Stephen
The Magic of Structure.
Planned Parenthood Federation of America, Inc., New York, NY. Education Dept.
REPORT NO.- ISBN-0-934586-06-3
PUB DATE- 81
NOTE- 257p.
AVAILABLE FROM- Education Dept., Planned Parenthood Federation of America, Inc., 810 Seventh Avenue, New York, NY 10019.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Family Life Education; *Family Planning; *Program Development; *Program Evaluation; *Reference Materials; *Sex Education
IDENTIFIERS- *Cyclical Evaluation Model

Part I of this two-part manual contains three sections on procedures and processes for planning and evaluating family planning education programs. Section 1 contains a working definition of evaluation and a description of its relationship to research, a presentation of the cyclical evaluation model upon which this manual is based, reasons why evaluation and planning are important, and an explanation of how this manual is structured. Section 2 explains how to devise a plan of action, write lists of priorities and goals, write behavioral objectives, evaluate objectives, and set standards in objectives. Section 3 presents the eight-step process of the cyclical evaluation model, explains the needs assessment process, examines the use of behavioral objectives, and discusses various aspects of program evaluation. The seven sections in Part II of this manual provide sources of reference materials and practical suggestions on the techniques and methodologies needed to implement the process outlined in Part I. The seven sections are: (1) locating and using other people's data; (2) how to write questionnaires; (3) writing tests; (4) surveys; (5) experimental research; (6) analyzing data; and (7) a thorough example. This document concludes with a selected bibliography, an index, and a glossary of terms. It is noted that, although the

manual specifically refers to family planning education, the materials presented can be used in the fields of sexuality education and health education in general. (NB)

ED 271 662 CG 019 201

McConeghy, Janet I.
Gender Differences in Mathematics Attitudes and Achievement.
PUB DATE- 8 Nov 85
NOTE- 50p.; Paper presented at the Annual Woman Researcher Conference (Kalamazoo, MI, November 8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Adolescents; Community Characteristics; Institutional Characteristics; *Mathematics Achievement; *Mathematics Education; Racial Differences; Secondary Education; Secondary School Students; *Sex Differences; *Student Attitudes
IDENTIFIERS- National Assessment of Educational Progress

An analysis was conducted of two large samples of 13- and 17-year-old students (N=7,928) who were assessed by the National Assessment of Educational Progress during the 1977-78 and 1981-82 mathematics assessments. A group of 18 statements about math were used to construct a math attitude index. A multivariate log-linear analysis included gender, assessment year, and age as independent variables and the math attitude index as the dependent variable. The results revealed that all three independent variables made significant contributions to the final model. A five-way analysis of variance was done using the dependent variable of math achievement score and the independent variables of math attitude index, race, gender, type of community, and racial composition of the school. The results of this analysis showed that math achievement was significantly affected by each of the independent variables. There were also three significant two-way interactions identified: (1) type of community and racial composition of the school; (2) math attitude index and racial composition of the school; and (3) math attitude index and gender. These findings suggest that while gender differences do exist in both attitudes toward math and achievement in math, these differences are less than the differences in the other variables examined. Additional multivariate studies should be done to examine this issue further. (Author/NB)

ED 271 676 CG 019 215

Runaway and Homeless Youth: FY 1984 Annual Report to the Congress.
Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 84
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; Children; *Homeless People; *Runaways; *Youth Problems; *Youth Programs

This report describes the activities of the Administration for Children, Youth and Families in the Department of Health and Human Services, and the status and accomplishments of runaway and homeless youth centers funded during fiscal year 1984 under the Runaway and Homeless Youth Act. The report also examines the status, operations, and accomplishments of the National Communications System. The report discusses the effectiveness of the runaway and homeless youth centers in alleviating the problems of runaway youth, their ability to reunite families, their effectiveness in strengthening family relationships, and their effectiveness in helping youth decide upon a future course of action. The principle activities of the Runaway and Homeless Youth Centers are summarized. These activities include such things as grant appropriations, coordination with other agencies, and staff conference participation. The appendices list center, networking, and discretionary grantees. (ABL)

ED 271 691 CG 019 230

Principles for Professional Conduct for Career Planning, Placement and Recruitment.

College Placement Council, Bethlehem, Pa.
PUB DATE- 24 Jun 85
NOTE- 13p.; For related document, see CG 019 231.
AVAILABLE FROM- College Placement Council, 62 Highland Avenue, Bethlehem, PA 18017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Planning; College Graduates; *College Role; College Students; Employers; Employment Opportunities; *Ethics; Higher Education; *Job Applicants; *Job Placement; *Recruitment; Student Personnel Services; Student Responsibility

This booklet presents a set of professional ethics intended to serve as guides for professional conduct for individuals involved in the career planning, placement, and recruitment process. It is noted that compliance with the principles outlined in this guide will ensure an open and free selection of employment opportunities; informed decision-making by candidates; and consideration of the needs of the employer, the campus, and the candidate; and will reduce the potential for abuses by recruiters, colleges and universities, and candidates. The first part of this guide presents principles for career planning. Seven principles for colleges and universities, four principles for employers, and three principles for students/clients are included. The second part of this guide presents principles for placement and recruitment. Included in this section are six principles for colleges and universities, nine principles for employers, and seven principles for candidates. Four recommended problem-solving procedures for handling questionable practices or problems involving recruiters, college or university personnel, or candidates are also included. (NB)

ED 271 705 CG 019 244

Schurman, Rachel; And Others
The Hidden Mental Health Network: Provision of Mental Health Services by Non-Psychiatrist Physicians.
Health Services Economics Research, Inc., MA.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
REPORT NO.- ODAM-5-84
PUB DATE- Mar 84
NOTE- 65p.
CONTRACT- 232-81-0039
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; *Drug Use; *Mental Health; National Surveys; *Physicians; *Psychiatric Services; *Psychiatrists; Sedatives; Stimulants
IDENTIFIERS- *Prescription Drugs

This report examines the ability of the nonpsychiatrist physician to provide mental health services in an effort to guide policymakers dealing with the question of whether nonpsychiatrist physicians can, or should, be used to offset the projected shortfall of psychiatrists. The maldistribution of psychiatrists is discussed in chapter 1 of this report. Chapter 2 describes the National Ambulatory Medical Care surveys conducted in 1980 and 1981 as the data source for this analysis, and explains the sample and procedures used to define mental health visits. Chapter 3 compares mental health office visits to psychiatrists and to nonpsychiatrist physicians along a variety of dimensions: diagnosis, reason for visit, patient demographics, geographic location, length of visit, etc. In chapter 4, multivariate techniques are used first to estimate the probability that a patient will see a psychiatrist, and then to estimate the probability that a psychotropic drug will be prescribed. Chapter 5 presents the conclusions that nonpsychiatrist physicians: (1) appear to be part of a hidden mental health network, providing services to patients who cannot or need not obtain specialized care; (2) seem to substitute drugs for time in their treatment of mental disorders; (3) are less likely than psychiatrists to prescribe combination drugs; and (4) are less likely than psychiatrists to order major tranquilizers or the more serious and potentially dangerous antidepressants. Policy implications are discussed. Fifteen data tables are included. (NB)

ED 271 719 CS 008 439

Chan, Kim Sang; Cole, Peter G.
An Aptitude-Treatment Interaction in a Mastery Learning Model of Instruction.
PUB DATE- Apr 86
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aptitude; *Aptitude Treatment Interaction; Grade 3; Interaction Process Analysis; *Learning Strategies; Learning Theories; *Mastery Learning; Primary Education; Reading Ability; *Reading Comprehension; Reading Instruction; *Reading Research; Reading Skills; Skill Development; Teaching Methods
IDENTIFIERS- Bloom (Benjamin S); *Cognitive Entry Behaviors

B. S. Bloom's theory of school learning states that three independent variables account for most of the variation in students' achievement: cognitive entry behaviors (CEB), affective entry characteristics, and the quality of instruction. These variables determine the nature of learning outcomes--level and type of achievement, rate of learning, and affective characteristics. Bloom developed his mastery learning strategy to produce successful learning through modifications to student entry characteristics and instructional behaviors. A study examined the interactive effect of CEB with mastery versus non-mastery learning strategies of instruction on reading comprehension. Subjects, 180 third grade students, were randomly assigned to four treatment groups--two mastery learning groups (90% and 70%) and two control groups (non-mastery and control). They were individually instructed in a sequence of three learning tasks that were designed to teach word recognition, word meaning, and word order. Several assessment instruments were used to measure the children's CEB and learning outcomes. Results showed a significant overall CEB and treatment interaction on immediate achievement in comprehension. Low CEB students benefited relatively more than high CEB students from the mastery learning treatment. The findings confirmed the interactive relationship between initial abilities and instructional methods postulated by Bloom. The CEB plus treatment interaction on long-term retention was not significant, suggesting the need for extended mastery learning programs for low CEB students. (FL)

ED 271 733 CS 008 505

Rice, G. Elizabeth; Meyer, Bonnie J. F.

The Relation of Everyday Activities of Adults to Their Prose Recall Performance.

PUB DATE- Apr 86

NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). Research supported by a grant from the National Institute on Aging.

GRANT- AG03438

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Adults; *Age Differences; *Learning Activities; Older Adults; Prose; Reading Ability; Reading Habits; *Reading Research; *Recall (Psychology); Verbal Ability; Word Lists

IDENTIFIERS- *Memory Tasks

A study examined the connection between the everyday activities of adults of different ages and their performance on a prose recall task. Subjects were 54 adults, 18 in each of three age groups (18-32, 40-54, and over 62). Written recall of two 388-word expository prose passages was used for the prose recall measure. For the activities measures, subjects kept a structured diary in which they indicated how they spent their time, as well as the specific materials they had read, and how long they had spent reading each item. Regression analyses showed that the demographic variables of age, education, and verbal ability were the best predictors of prose recall. Total time spent reading was also significantly correlated with recall. In multiple regression analyses, reading categories of technical journals, science books, textbooks, and religious materials made significant contributions to explaining the variance in prose recall, as did other activities that require reading. The results provide limited support for a "practice" model that argues that performance on prose recall tasks is related to the amount of practice adults get in similar activities in everyday life. (Author/SRT)

ED 271 747 CS 209 792

Rager, John J.
A Model of the Writing Process for Use in Teaching and Remediating
Written Expression.
PUB DATE- 3 Apr 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Council for
Exceptional Children (64th, New Orleans, LA, March 31-April 4,
1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Models; *Remedial Instruction;
Revision (Written Composition); *Teaching Methods; Writing
Exercises; *Writing Instruction; *Writing Processes

The writing process depends heavily on linguistic, psycho-perceptual, and psycho-motor abilities. If a student has a significant weakness in one of these major trait clusters, then thinking will suffer and he or she may experience great difficulty in writing. The process of writing can be broken down into four main phases, which can be labeled according to their main purpose: executive, secretarial, editorial, and manuscript production. Strategies for thinking and organizing in the executive phase include generating or brainstorming as many ideas as possible, then discarding irrelevant ideas with the help of small discussion groups. These ideas can then be fleshed out with structured but simple sentences. When functioning as a secretary, the writer must simply get the sentence down on paper with minimal concern for neatness or spelling. Once the draft is written the writer must revise the content, sentence structure, punctuation, and spelling. This is an ideal time to teach punctuation. After the draft has been revised, it is ready for production--copying in good handwriting, typing, or entering into electronic memory for printing. This model of the writing process can be used to help pinpoint the strengths and weaknesses of a particular writer, and allow the student to approach writing in a step-by step fashion that will not overburden the student's limited conscious attention. (Models illustrating the psycho-mechanics of writing, an executive planning sheet, and an executive composition sheet are included.) (HTH)

ED 271 761 CS 209 856

Anderson, W. Steve
Opportunities for Consultants.
PUB DATE- Mar 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Correspondence; Classroom Environment; *Consultants; Educational Objectives; Higher Education; *Technical Writing; *Training Methods; Workshops; *Writing Instruction; *Writing Skills

Consulting can give college writing instructors the opportunity to teach in a radically new environment. The conditions under which writing is taught in-house for business and industry are not as highly structured as they are in academia, and, in fact, point up the distinction between training and education. Training, focused on singular and narrow goals, is considered appropriate for situations in which businesses want to improve the task performance of their employees. On the other hand, businesses see education as a general means of employee development, with multiple goals and many potential applications. Results of national surveys indicate that organizations commonly identify letters and memos as the documents with which they most want help, and grammar, organization, and writing anxiety as the most immediate problems confronting their employees. In responding to these needs, consultant-developed writing programs should start with training in editing to provide clients with fairly quick results and thus establish consultant credibility. Attention should next be given to organization and such features as audience and purpose, where clients can begin to see a need to expand rather than just focus awareness. At the end of such workshops, the clients should be able to transfer these writing skills to their own letters and memos. (HOD)

ED 271 776 CS 209 928

Mueller, Barbara
Reflections of Culture: An Analysis of Japanese and American Advertising Appeals.
PUB DATE- Aug 86
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Comparative Analysis; Content Analysis; *Cultural Context; *Cultural Influences; Foreign Countries; *Media Research; Periodicals
IDENTIFIERS- Advertising Effectiveness; *Japan; United States

A study examined the advertising of Japan and the United States to determine if commercial messages reflect the cultural values of a particular society, thereby indicating the need for specialized campaigns. It was hypothesized that the majority of Japanese advertisements would use the traditional appeals of group, consensus, soft sell, veneration of the elderly, and traditional status and oneness with nature. If, however, advertising is attempting to shape social values for the commercial purposes of creating a Westernized or world consumer culture, it was expected that modern advertising appeals, such as individuality and independence, hard sell, youth and modernity, product merit, and manipulation of nature appeals would prevail. A sample of print advertisements from mass circulation magazines (general interest news and female magazines) was examined. American advertisements served as a standard against which the degree of westernization of advertising appeals was compared. The results showed numerous differences between Japanese and American advertisements. However, differences observed were in degree rather than in kind. Advertisements in both countries implement to some extent the same ten basic advertising appeals. (HTH)

ED 271 791 CS 209 971

Writing Program K-12.
Colton Joint Unified School District, CA.

PUB DATE- 84
NOTE- 443p.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Curriculum Guides; Elementary Education; Needs Assessment; Prewriting; Revision (Written Composition); Schemata (Cognition); *Teaching Methods; Writing Evaluation; Writing Exercises; *Writing Instruction; *Writing Processes

Instructional methods and rationales for all phases of the writing process are presented in this curriculum guide for grades one through eight. The first section of the guide presents 10 steps that comprise a process approach to writing based on research into the way writing happens. This is followed by descriptions of the various domains of writing, such as sensory/descriptive, imaginative/narrative, informational, and expository. The guide next presents a composition continuum for each grade level, listing the most common structures or schemata that appear in written material, with the ultimate goal of requiring students to apply their comprehension of the schemata to their own writing. The major portion of the guide presents instructional strategies and activities for (1) prewriting; (2) sentence building; (3) sentence combining and expanding; (4) paragraph development (including chronological order, cause and effect, and comparison and contrast); (5) multiparagraph compositions; (6) letter writing; (7) story writing; (8) newswriting; (9) poetry; and (10) a research paper. The guide concludes with a section on responding to, revising, editing, and evaluating student writing at both the student and the teacher level. A guide to diagnosing student needs in writing instruction is appended. (HTH)

ED 271 806 EA 018 231

Hord, Shirley M.; Murphy, Sheila C.

The High School Department Head: Powerful or Powerless in Guiding Change?

Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 4 Apr 85
NOTE- 43p.; In: Symposium 56.11 of the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985); see EA 018 229.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Department Heads; *Educational Change; Educational Improvement; Educational Innovation; *Employment Practices; *High Schools; Needs Assessment; Organizational Communication; Performance Factors; Research Needs; *Teacher Administrator Relationship; Teacher Role; Work Attitudes

This report, one of four studies on roles of participants in high school change, presents data about activities of department heads in 30 schools throughout the nation. The report analyzes background research on the subject as well as popular perceptions, perceptions of teachers and administrators, and perceptions of department heads themselves concerning this particular teaching role. The finding is that, despite the general view that department heads occupy a "driver's seat" position, the most appropriate characterization is inconsistency in the way the role is operationalized across organizational structures and personnel. A variety of department head behaviors are gathered from personal interviews and organized into six roles: communicator, coordinator manager, emerging assister, teacher improver, program improver, and evaluating administrator. Five functions of these roles are described in personal activity accounts by individual department heads. Department heads often operate within parameters that are difficult to define, do not receive adequate fiscal remuneration, and are not offered sufficient inservice training, all of which influence the nature of the six roles they may assume. The study concludes with a discussion of relationships with other department heads, district office, principal, and department teachers. Further research on the department head is needed because the role is a viable one for facilitating the change process. (CJH)

ED 271 820 EA 018 589

Hodgkinson, Christopher
The Value Bases of Administrative Action.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administration; *Administrative Principles; Administrator Attitudes; Educational Administration; Moral Values; *Philosophy; *Values

This paper proposes a method for understanding the relationships among the various value systems that underlie administrative thinking. The system takes into account the psychological faculties affecting ethical decisions, the philosophical orientations involved, and distinctions between the concepts of "right" and "good." The paper opens with comments on the increasing concern over the character of the values currently underlying administrative practice. The paper then reviews the importance of using language clearly, distinguishing between the associations and assumptions attached to the language used to describe things and events, on one hand, and the actual nature of the things and events described, on the other. The paper makes its central proposal next, differentiating among value systems based in religion, existentialism, pragmatism, humanism, positivism, hedonism, and other belief systems; and among these systems' bases in the will, in reasoning or thinking, and in emotion. The paper then examines the roles of free will and determinism in these value systems, asserting that some degree of choice is available to administrators and that this choice should be exercised in the form of voluntary commitment to a value system. Noting that education is intrinsically philosophical, the paper asserts that society cannot be content with antiphilosophical educators. (PGD)

ED 271 834 EA 018 611

Smith, Jana K.
Cost-Outcome Analysis: Streamlining Techniques. Evaluation Guide Number 16.
Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 19p.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cost Effectiveness; Educational Resources; Efficiency; Elementary Secondary Education; *Measurement Techniques; Methods Research; *Program Costs; *Program Evaluation

Streamlining involves the modification of cost-analysis methods to make them more appropriate for the limited time and resources, and immediate information needs, of local-level program evaluations. It can also enhance the reliability and validity of district-level studies. A review of existing texts of cost analysis and of studies of traditional cost analysis methods reveals their limited usefulness for district-level evaluators and strengthens the argument for the use of streamlined methods. This guide focuses primarily on two stages of a cost-outcome analysis: measurement of program costs and measurement of program outcomes. Measuring program costs involves: (1) listing program resources; (2) identifying resources representing direct cost to the district; and (3) determining the cost of resources. The parameters of the program, the reliability of "free" resources, as well as present and annualized values need to be included in the total cost figure, and a sensitivity analysis should be conducted. Streamlining the measurement of program outlines involves attention to using a quasi-experimental design, evaluating a single program, and the use of one or more of four cost analysis methods: (1) cost-feasibility; (2) cost-utility; (3) cost-effectiveness; and (4) cost-benefit. A brief annotated bibliography is appended. (IW)

ED 271 847 EA 018 626

Carnine, Doug; And Others
The Role of Technology in School Improvement. A Presenter's Guide. Research Based Training for School Administrators.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- American Association of School Administrators, Arlington, Va.
PUB DATE- 84
NOTE- 164p.; A product of the Research-Based Training for School Administrators Project.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Guides; Administrators; *Computer Assisted Instruction; Computer Literacy; *Computer Oriented Programs; Computers; Computer Software; *Computer Uses in Education; Educational Games; Educational Innovation; Elementary Secondary Education; Individualized Education Programs; *Information Processing; Leaders Guides; Management Development; *Programing Languages; Technological Literacy; *Videodisks; Workshops
IDENTIFIERS- Association of California School Administrators; Project Leadership

This workshop presenter's guide is intended for use by administrators in training one another in the Project Leadership program developed by the Association of California School Administrators (ACSA). This manual is divided into four areas of technology and education: (1) Administrators and Computers, (2) Computer-Assisted Instruction (CAI), (3) Videodisk Instruction, and (4) Programming Languages. After an introduction, chapter 2 discusses hardware and software and how they are used in schools; common programs for administrators (word processing, electronic spreadsheets, and integrated packages); special administrative application programs (attendance, scheduling, and Individualized Education Plan (IEP) management); and information processing (grade book programs, automated scoring and diagnostic analysis, and group CAI). Chapter 3 discusses the topics of drill and practice, tutorial and simulation-oriented computer-assisted instruction, instructional games, and word processing. Chapter 4 discusses instructional design, mastery learning procedures, and benefits to administrators. Chapter 5 discusses programming languages (Basic, Pascal, and Logo). The guide contains masters of 30 numbered transparencies, participants' work sheets, 4 handouts that provide workshop summaries and bibliographic references, and a 25-item reference list of sources cited or referred to in the text. (IW)

ED 271 861 EA 018 650

Atkinson, John
The School Support Group: An Innovation in College-Based Consultancy.
PUB DATE- Apr 86
NOTE- 13p.; In: A State in Action: Working with Schools for Program
  Improvement. Symposium presented at the Annual Meeting of the
  American Educational Research Association (67th, San Francisco,
  California, April 16-20, 1986). Session 813; see EA 018 844.
  Portions of appendix contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
  Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; *College School Cooperation;
  *Consultation Programs; Educational Cooperation; Elementary
  Secondary Education; Foreign Countries
IDENTIFIERS- Australia (Victoria); Victoria College (Australia)

The School Support Group (SSG) at Victoria College (Australia) is a joint project of two college organizations: the Centre for Studies in the Curriculum (sponsored by the Department of Curriculum and Teaching) and the Centre for Public Policy Research and Development (sponsored by the Faculty of Business). The SSG provides professional support and services to schools and other educational organizations or groups through the coordinated use of expertise and resources available within the college. Emphasis is placed on providing appropriate assistance to clients conducting their own, locally developed programs and services. This paper reports on the creation and purposes of the SSG, the methods used for marketing its services, the activities it undertook in 1985 (including consulting, hosting seminars, and producing occasional publications), the major benefits it produces for the schools to which it provides services and for Victoria College itself, and some of the difficulties encountered in offering services to schools. Appendixes include a report on the nature, projects, and publications of the Centre for Studies in the Curriculum and an organizational chart showing the SSG's relation to its sponsoring organizations and to the college as a whole. (PGD)

ED 271 875 EA 018 665

Cook, Gillian E.; Skipper, Barbara L.

Bridge over Troubled Waters: Training for Department Level Supervisors.

PUB DATE- 3 Mar 86

NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (San Francisco, CA, March 1-4, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Departments; Elementary Secondary Education; Instructional Improvement; *Program Design; Seminars; Staff Development; *Supervisory Training; Teacher Effectiveness; *Teacher Improvement; *Teacher Supervision; Teaching Methods; *Training Methods; Workshops

A clinical supervision training program has provided department level coordinators with support in their role as a bridge between administrators and teachers in six high schools and nine middle schools in a San Antonio, Texas, school district. This paper identifies major characteristics of the training program's model, describes the program, and discusses research findings on program effects. The approach is an alternative model of instructional supervision that is interactive and teacher-centered. The concept of developmental change over time applies to both teachers and supervisors. Each 6-month training program followed a sequence of workshops and seminars. The report describes a history of programs from 1982-86 in the school district. Four sources of data collection evaluate program effects: (1) daily workshop evaluation, (2) summary evaluations at the end of each program phase, (3) ongoing analysis of participants' "stages of concern," and (4) a final examination of participants' perceptions. A summary of participant responses and research findings about the program is presented. The training program was successful in teaching observation and self-analysis of classroom instruction. Improved skills in listening, reflecting, and problem solving were reported, thereby enabling departmental supervisors to give greater support.

(CJH)

ED 271 889 EA 018 680

deJung, John E.; Duckworth, Kenneth

Measuring Student Absences in the High Schools.

Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 60p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attendance; High Schools; *High School Students; Measurement Techniques; Predictor Variables; Recordkeeping; Research Problems; School Holding Power; Secondary Education; Student Attitudes; Student Motivation; Students; Teacher Attitudes; Teacher Behavior; *Truancy

This paper provides a general overview of a major study of student absenteeism as well as a narrower look at the problems associated with measuring student absences. The study data came from questionnaires completed by students, teachers, and administrators at six high schools in two urban districts in the western United States; interviews with teachers and administrators; and district records. After describing the sample, the paper reviews problems of underreporting absences, difficulties in assessing the significance of absence figures, and problems in defining "absence." A measure of absence based on class periods rather than on full or half days is proposed. The paper next discloses the magnitude of the absence problem. Students' reasons for attending or not attending classes are examined, and the effects of class subject, size, difficulty, teacher, and grading system on absence rates are reviewed. Differences between frequently and infrequently absent students are noted. The differences between teachers with high student absence rates and those with low rates are explored in terms of classroom practices, attendance monitoring procedures, and beliefs concerning absence control. The paper concludes with eight specific recommendations to schools for increasing control over absences. An appendix lists the individual reports based on the study. (PGD)

ED 271 904 EC 171 317

LeSure, S.
A Feather in the Cap: A Self Contained Classroom for Severely Mentally Handicapped 16-21 Year Old Students in an Urban Middle School.
PUB DATE- 82
NOTE- 32p.; In: In the Mainstream: Case Studies of Integrated Education for Children with Disabilities, see EC 171 309.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Mainstreaming; Middle Schools; *Multiple Disabilities; Program Descriptions; Program Effectiveness; *Severe Mental Retardation; *Special Classes; Young Adults

This report, one of a series of case studies on mainstreaming efforts, describes a self-contained class for nine severely mentally and multiply handicapped 16- to 21-year-olds in an urban middle school. Following a description of the physical and social environment is a review of the history of the program begun in 1978-79. The author observes that peer interaction and exposure has been limited. Curricular and scheduling details are noted, as is inclusion of the class in a program featuring industrial arts, home economics, art, physical education and music rotation. Teacher and administrator characteristics are considered. The question of whether the program fits a mainstreaming definition is examined, with limited evidence cited to support the program's success. (CL)

ED 271 919 EC 190 227

Beam, Gail Chasey, Ed.; Breshears-Routon, Darro, Ed.
Making Integration Work: A Guide to Integrating Handicapped and Nonhandicapped Preschool Children. Revised Edition.
Albuquerque Special Preschool, NM.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Sep 85
NOTE- 139p.
GRANT- G008402286
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Development; *Disabilities; *Mainstreaming; Parent Participation; *Preschool Education; Program Development; Student Placement
IDENTIFIERS- *Albuquerque Integration Model

Developed by the staff of the Albuquerque Integration Model (Project AIM Outreach), the guidelines present a framework for organizing and conducting an integrated classroom for handicapped and nonhandicapped preschoolers. AIM is reviewed in terms of its conception of placement along a continuum of less restrictive environments. Guidelines center on four program aspects: (1) preparation (staffing, curriculum choice); (2) placement (placement of handicapped children and selection of nonhandicapped children); (3) planning and implementation strategies (educational assessment, individualized education plans, classroom rules, the environment, classroom planning, schedules, play, classroom strategies); and (4) parent/professional partnerships. Appended material includes an overview of selected criterion-referenced tests and criteria for integrating mainstreaming handicapped children in the form of a checklist. (CL)

ED 271 935 EC 190 244

Hatwell, Yvette
Piagetian Reasoning and the Blind.
American Foundation for the Blind, New York, N.Y.
REPORT NO.- ISBN-0-89128-122-3
PUB DATE- 85
NOTE- 156p.; English edition of "Privation sensorielle et intelligence" (originally published in 1966); Pierre Verdet, translator.
AVAILABLE FROM- American Foundation for the Blind, Inc., 15 West 16th St., New York, NY 10011 ($12.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- *Blindness; *Cognitive Development; Cognitive Processes; Congenital Impairments; *Piagetian Theory; Sensory Integration; *Spatial Ability; *Visual Impairments; Young Children

Available for the first time in an English translation, the book reports the results of a series of studies undertaken in the early 1960s on the cognitive development of children with congenital blindness. Chapters one and two review the literaure on such topics as the concept of sensory compensation and the nature of tactual space and provide working hypotheses within a Piagetian framework on sensory deprivation and intelligence. The general hypothesis is that there is a genetic relationship between adequacy of materials on which operations are based and the development of these operations themselves. Part two presents the results of studies on the formation of the reasoning process in blind children. Conclusions are reported in terms of three major topics: (1) characteristics of functional development of the congenitally blind; (2) figurative structures, language and function; and (3) visual deprivation and learning--relations between object and subject. Translations of the original introduction and preface are supplemented by a new introduction for the English edition by the author and a new preface by the translator. An afterword discusses recent applications of the research; a glossary, bibliography, and index are provided. (CL)

ED 271 548 CE 044 596

Twombly, Susan B.
Theoretical Approaches to the Study of Career Mobility: Applications to Administrative Career Mobility in Colleges and Universities.
PUB DATE- Apr 86
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Characteristics; *Administrator Qualifications; Administrators; Administrator Selection; *Career Development; *Career Ladders; *College Administration; *College Presidents; Higher Education; Two Year Colleges

Major theoretical approaches to the study of career mobility were reviewed, with particular emphasis on those that focus on the organizational-structural level of analysis, on careers as structures of organizations. In particular, internal labor market theory was explored as a framework through which to study administrative careers in colleges and universities. Three elements (a job ladder or career line, entry ports, and movement up the ladder or career lines) identified as constituting an internal labor market provided specific focus of attention. Colleges and universities are special types of organizations with no clearly defined career lines. Consequently, there are few clearly defined steps in the line to the presidency or to the top-level position in a functional area such as student affairs. Using data from "Today's Academic Leaders: A National Study of Administrators in Community and Junior Colleges" (Pennsylvania State University, 1984), career paths were charted for four positions--president, chief academic officer, chief student affairs officer, and chief business officer. An analysis of the data found that top-level administrators were likely to have come from within two-year colleges rather than from outside or from four-year colleges; however, most had held positions in four-year colleges at some point. Chief business officers often moved directly to their current positions from outside postsecondary education. This study shows that career lines do develop over time. Further research on career lines in higher education is needed so that persons going into academic administration, particularly women and minorities, can gain a clearer picture of what steps to follow in order to advance to top administrative positions. Three tables and a reference list of six pages are provided. (KC)

ED 271 677 CG 019 216

Extended School Day Program Guide.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Support Programs.

PUB DATE- May 86
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Programs; *Dropouts; *Evening Programs; *Extended School Day; High Schools; High School Students; *Nontraditional Education
IDENTIFIERS- North Carolina

This is a guide for the North Carolina Extended School Day Program, an alternative education program which provides youth with the opportunity to complete high school in an environment conducive to meeting their needs. The extended school day program is an extension of the regular public school and is an integral part of the comprehensive high school program, serving students who have dropped out and those who need additional credit while still attending regular day school. Late afternoon and evening classes are provided to accommodate the working student. The administration section of the guide discusses management of curriculum, budget, staff, support and service programs, and facilities. Program offerings, instructional strategies, assessment, and resources are discussed in the instructional program section. The section on support programs discusses outreach, in-school services, and community services. The appendices, which comprise one-half of the document, include suggestions of effective practices currently in use by some of the state's local extended school day programs. (ABL)

ED 271 692 CG 019 231

Career Planning & Placement Guide: A Self-Evaluation Checklist for Career Planning & Placement Offices.

College Placement Council, Bethlehem, Pa.

PUB DATE- 86
NOTE- 22p.; For related document, see CG 019 230.
AVAILABLE FROM- College Placement Council, 62 Highland Avenue, Bethlehem, PA 18017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Planning; Ethics; Evaluation Criteria; Higher Education; *Job Placement; Program Administration; *Program Evaluation; School Community Relationship; *Self Evaluation (Groups); *Standards; *Student Personnel Services

This document contains the fourth edition of a career planning and placement guide designed as a self-evaluation tool for practitioners involved in career planning and placement programs. A mission of career planning and placement services is briefly presented. The self-evaluation form of the career planning guide is presented in seven segments: (1) program; (2) organization and administration; (3) human resources; (4) funding; (5) facilities; (6) campus and community relations; and (7) ethics. For each segment, objectives are listed and a number of standards are described. Users are instructed to check in the boxes at the right of each standard whether the program, activity, or competency exceeds the standard, meets the standard, or needs improvement. In the program segment, objectives and standards are listed in the areas of career counseling, placement counseling and referral, and student employment. In the human resources segment, standards are listed for professional staff, support staff, and general. In the campus and community relations segment, standards are listed separately for the campus and for the community. All other segments are undivided and objectives and standards are presented for the segment topic in general. Space is provided for the user to write comments for each of the standards in the guide. (NB)

ED 271 905 EC 171 318

Bruni, Stephanie Leeds
The Class and Faye: Social Interaction of a Handicapped Child in an Integrated First Grade Class.
PUB DATE- 82

NOTE- 29p.; In: In the Mainstream: Case Studies of Integrated Education for Children with Disabilities, see EC 171 309.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Downs Syndrome; *Interaction; *Mainstreaming; *Peer Relationship; Primary Education

One of a series of case studies on mainstreaming programs, the report describes an integrated first grade program. The physical setting of the school and the organization of the class are described along with the progress of a Down's Syndrome child who participates in a resource class. The following program aspects are addressed: classroom and seating arrangements, organization and activities, and teacher influence and interaction. The classroom's features of emphasis on peer help seeking and help giving are noted, despite the observation of a double standard of behavior. Examples of classroom observations are offered, and difficulties encountered by the Down's Syndrome child are noted, including negative encounters with her classmates. Suggestions to structure situations to promote interaction are noted. (CL)

ED 271 920 EC 190 228

Criteria for Integrating/Mainstreaming Handicapped Children (Criteria Checklist). Report of Research and Guide to Completing the Checklist.

Albuquerque Special Preschool, NM.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 84
NOTE- 26p.
GRANT- G008402286
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Check Lists; *Disabilities; *Mainstreaming; Models; Preschool Education; *Student Placement; *Test Reliability; *Test Validity
IDENTIFIERS- *Albuquerque Integration Model

Developed by the staff of the Albuquerque Integration Model (Project AIM Outreach), the checklist is intended to help educators make appropriate placements for mild to moderately handicapped preschoolers. The instrument measures the variability in which a child displays a particular skill or behavior and assesses skills that professionals considered important but which were neglected by other instruments. Each item is weighted in terms of importance in progressing well in integrated classes. Field testing with 40 mild to moderately handicapped children from the Albuquerque Special Preschool revealed excellent interrater and interitem reliability. Item analysis showed that each item had very good discriminating power. High content validity was also noted. Advantages are noted for the checklist over some developmental instruments. The checklist is accompanied by a guide for its completion. (CL)

ED 271 936   EC 190 245

Hadley, Marilyn B., Ed.
PL 89-313; Guide for Proposal Preparation and Project Operation: The South Dakota Model. Revised.
South Dakota Univ., Vermillion. School of Education.
SPONS. AGENCY- South Dakota State Div. of Elementary and Secondary Education, Pierre. Section for Special Education.
PUB DATE- Mar 85
NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Disabilities; Elementary Secondary Education; Grants; *Grantsmanship; Models; Program Evaluation; *Program Proposals; *Proposal Writing; State Standards
IDENTIFIERS- *Public Law 89 313; *South Dakota

The guide is designed as a tool that can be used to write a proposal for funding from Public Law (PL) 89-313 (which amended the Elementary and Secondary Education Act of 1965). Grant awards under PL 89-313 are available to eligible State-operated and State-supported agencies serving handicapped children. After an overall needs assessment, the model was developed in 1977 by the Technical Assistance Project (TAP) of the University of South Dakota. The model has been revised periodically to reflect new regulations and to add or clarify components as necessary. The model, which provides a step-by-step guide for preparing each section of the proposal, can be used to learn proposal writing. The following topics are covered in separate chapters preparation (determination of eligibility for PL 89-313, state education agency responsibilities, abstract, budget, project narrative); submission and evaluation (schedule, evaluation procedures); and operation (role of project director, time extensions, reporting procedures, project monitoring and evaluation). Among the extensive appendixes are a checklist for project proposals, a handbook on child centered objectives, a project budget form, a self-review form, and federal regulations for State-operated programs for handicapped children, as well as materials useful for needs assessment and evaluation design. (CL)

ED 271 563 CE 044 654

Serving the New Corporation. A Background Report on the State of Human Resource Development and Its Relation to the Strategic Directions of the American Society for Training and Development.
American Society for Training and Development, Alexandria, VA.
PUB DATE- 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Change Strategies; Computer Assisted Instruction; Educational Change; *Educational Needs; Educational Technology; Educational Trends; *Futures (of Society); Human Resources; *Industrial Training; *Labor Force Development; Nontraditional Education; Outcomes of Education; Postsecondary Education; *School Business Relationship; School Role; Training Methods; *Training Objectives
IDENTIFIERS- *Corporations

Recent economic and technological changes, as well as changes in the very nature of work, have forced business institutions to redirect themselves. Consequently, human resource development (HRD) activities are no longer a group of diverse practices at the periphery of a few organizations. Rather, the scope of HRD has expanded to include solving critical organizational problems, meeting competitive challenges in the marketplace, and seizing new business opportunities. The American Society for Training and Development (ASTD) must respond to and even anticipate these changes, for its chief operating environment is the contemporary workplace. The ASTD must provide leadership in developing training that responds to specific company needs and goals. To meet corporate goals of increased productivity, enhanced competitive advantage, technological superiority, and development of a new business strategy, ASTD members must respond by providing quality training that fosters employee involvement in such areas as marketing and sales, customer training, customer service, technical skills (especially computer literacy and related information-age skills), and management development. Traditional classroom-based instruction is already beginning to give way to nonclassroom instruction involving either computers or other technological advances such as interactive video. The need for training that is easier to control and update and more responsive to individual needs is clear. (MN)

ED 271 577 CE 044 674

Walter, Franklin B.
Vocational Education and the Public Schools: A Chief State School Officer's Perspective. Occasional Paper No. 117.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 86
NOTE- 17p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC117--$2.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Development; *Educational Improvement; Educational Needs; Job Skills; *Job Training; Postsecondary Education; School Business Relationship; Secondary Education; Skill Development; *State Programs; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Ohio

Ohio's commitment to vocational education is stronger than ever. Vocational education programs in Ohio reflect the fact that not all high school graduates go on to higher education; job training programs offered in Ohio schools provide young people with marketable job skills. To determine these skills, the Ohio Department of Education (ODE) makes a strong effort to communicate with business and industry and make changes in vocational programs. Ohio's vocational education progrms reflect the state's understanding that the nation's economic performance can be enhanced if job training programs are tailored to meet economic needs. To combat the nation's decline in international trade, vocational education will have to emphasize state-of-the-art technologies and emerging skill areas to produce workers technically equal or superior to foreign workers and emphasize the development of good work attitudes to produce American workers psychologically prepared to meet the highest standards of productivity. Throughout 1986 the ODE will pursue such state-level objectives as meeting vocational education needs of special populations, implementing a statewide core competency testing program, and creating a vocational education leadership academy. (YLB)

ED 271 591 CE 044 694

Whitmore, Paul G.
How Brains Work.
PUB DATE- 86
NOTE- 41p.; Paper presented at the Annual Conference of the National Society for Performance and Instruction (San Francisco, CA, March 31-April 5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Educational Development; *Instructional Development; Learning; *Learning Processes; *Memory; *Neurological Organization; *Performance; Physiology

The usefulness of "memory" is being questioned as a concept for explaining the facts of remembering. The brain is an extensive and elaborate switching system for organizing sensory inputs from environmental situations and for generating appropriate and properly timed responses to them. The learning of knowledge consists of learning a performance--an "imagery talk-about" used to initiate, edit, and describe the related imagery schemas. This view of how the brain works asserts that what is experienced as "memory" is in fact a side effect of building and modifying schemas for performing in the situations presented. Implications for the practice of instructional technology include the following: (1) instructional programs should be designed to prepare students to perform effectively in future life and job situations; (2) if people are to perform effectively in future situations, appropriate sensory representations must be built into the schemas they will use when they are actually in those situations; and (3) "imagery talk-abouts" must be derived from the future performance situations under appropriate feedback conditions during learning. (Eight figures are appended.) (YLB)

ED 271 605   CE 044 716

National Women's Employment and Education Project.
Women's Bureau (DOL), Washington, D.C.
PUB DATE- 85
NOTE- 122p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Employed Women; *Employment Potential; *Employment Programs; Federal Programs; *Females; Hispanic Americans; Job Placement; *Job Skills; *Job Training; Postsecondary Education; Program Development; *Program Implementation; Services; Skill Development; Welfare Recipients
IDENTIFIERS- *National Womens Employment and Education Project

The National Women's Employment and Education project (NWEE), sponsored by the Women's Bureau of the U.S. Department of Labor, was a fast-paced effort designed to serve 20 women each month, 240 each year. The training concept was quite different from traditional programs in that NWEE's thrust was to move women quickly into jobs. The program focused on employment readiness skills or referral to skills training. The target population served by NWEE was composed primarily of Hispanic female heads of families receiving Aid to Families with Dependent Children. The program identified specific job opportunities, recruited women interested in those jobs, prepared the women for the jobs, helped place the women, and provided follow-up and support services for a full year after the initial training program. The program thus included five major components that are described in this guide: job development, outreach, employment readiness training, job placement, and follow-up services. A section on program management, with attention to staffing, recordkeeping, and evaluation, is also included. The NWEE project is described as an example that others can use in designing and implementing similar projects. A large part of the document consists of appendixes that contain materials needed to develop such a project. Materials include the following: forms used to implement/evaluate the NWEE project, sample skills discovery exercise, employment readiness class schedules, and a curriculum guide for an employment readiness training class. (KC)

ED 271 620 CE 044 734

Dwiggins, Donna; And Others
Overview of PL 94-142 and IEPs. Teacher Training Module #4. Correctional/Special Education Training Project.
Eastern Kentucky Univ., Richmond. Dept. of Correctional Services.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 86
NOTE- 132p.; For related documents, see CE 044 730-738.
GRANT- G008303696
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; Adult Education; Competency Based Education; *Correctional Education; *Disabilities; Educational Legislation; Educational Policy; Evaluation Criteria; *Individualized Education Programs; Mainstreaming; Postsecondary Education; *Prisoners; Program Implementation; *Special Education; *Teacher Education; Young Adults
IDENTIFIERS- *Education for All Handicapped Children Act

This module, which is one in a series of training packages intended to train educators working with handicapped adolescents and young adults in correctional settings, deals with the Education for All Handicapped Children Act (PL 94-142) and individualized education programs (IEPs). Addressed in the individual sections of the module are the following topics: the major policy considerations in the drafting of PL 94-142 and its provisions, ways of identifying students for special education, the major components and procedures for development of an IEP for students with different types and degrees of disabilities, mainstreaming and least restrictive environments, major considerations in placement decisions, current legal issues in special/correctional education and implementation of PL 94-142 in the correctional setting. The module includes instructional design specifications (module title, competency statement, rationale statement, prerequisites); module objectives; evaluation procedures and criteria, learning activities and alternatives; a content outline; references; handouts; overhead transparency masters; and a training evaluation form. (MN)

ED 271 634 CE 044 799

Tierney, Margaret S.; And Others
Your Ideal Silhouette. Courseware Evaluation for Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 20 Aug 86
NOTE- 9p.; For a related evaluation, see ED 244 058.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Clothing; *Clothing Design; *Computer Software Reviews; *Courseware; Home Economics; Instructional Material Evaluation; Postsecondary Education; Secondary Education
IDENTIFIERS- *Wardrobe Planning

This courseware evaluation rates the "Your Ideal Silhouette" program developed by Your Image, Inc. This program (not contained in this document) uses the computer to identify figure faults and illustrate personalized corrective style lines to achieve the ideal silhouette. Part A describes the program in terms of subject area (textiles and clothing, wardrobe planning), hardware requirements (Apple II, II+, IIe; TRS-80 III, 4; IBM PC), indicates its suitability for use from grades 9 and up, lists accompanying materials (workbook, instructor guide), and gives a time estimate (15 minutes). Availability information includes cost ($199.95; workbook--$6.50) and contact address. Part B contains the evaluation criteria in eight categories: reviewer ratings appear as "yes," "somewhat," "no," and "not applicable," with explanatory comments. Part C summarizes the evaluation. Strengths are good use of time and comprehensiveness. Weaknesses include confusing booting directions and lack of graphics. The program received "yes" ratings for subject matter, technical presentation, student interaction, and application programs and "somewhat" for documentation. Program interaction, student evaluation, and work behaviors were not applicable. The program is recommended for use in a textiles and clothing lab, in extension programs, or with a color analysis program. (SK)

ED 271 649 CG 019 188

Health Care Cost Containment. A Seminar on Health Cost Containment, March 14-15, 1985, Washington, D.C.

Council of State Governments, Lexington, Ky.

REPORT NO.- ISBN-0-87292-065-8
PUB DATE- 86
NOTE- 96p.; Selected papers from a Seminar sponsored by the Human Resources Committee of the Council's Eastern Regional Conference.
AVAILABLE FROM- Council of State Governments, Iron Works Pike, P.O. Box 11910, Lexington, KY 40578 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Financial Support; *Health Services; *Medical Services
IDENTIFIERS- *Cost Containment; *Health Care Costs; Long Term Care; Medicaid; Medicare

This document presents the texts of speeches from a conference on health care cost containment. Topics presented include Medicare solvency, capitated programs, diagnostic related groups (DRGs), Medicaid restructuring, long term care financing, private sector cost containment strategies, British health cost containment, health maintenance organizations, and preferred provider organizations. Articles contained in this publication include: (1) "National Health Reform" (Richard A. Gephardt); (2) "Capitated Medicaid Programs (C. Milton Young, III); (3) "DRG's: Prospective Payments Process" (Richard P. Teske); (4) "Medicaid, Indigent Care and Other State Initiatives" (Randolph A. Desonia); (5) "British Health Cost Containment Experience" (Henry J. Aaron); (6) "Question and Answers on Long Term Care and Other Issues" (Joshua M. Weiner and Henry J. Aaron); (7) "Federal Budget Impacts on Medicaid and Medicare" (Jack A. Meyer); (8) "Restructuring Medicaid: A Survey of State and Local Initiatives" (Rosemary Kern); (9) "Private Sector Health Cost Containment Methods" (Sean Sullivan); and (10) "Private Financing Options for Long Term Care: Is It an Option?" (Judith Feder). (ABL)

ED 271 663 CG 019 202

McConeghy, Janet I.

An Analysis of Life Goals and Occupational Aspirations of College Students in 1978 and 1983 in the United States.

PUB DATE- 3 Apr 85
NOTE- 65p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business; Cohort Analysis; *College Students; *Family (Sociological Unit); Higher Education; National Surveys; *Occupational Aspiration; Prestige; Religion; *Sex Differences; *Status Need; *Student Attitudes; Teaching (Occupation)
IDENTIFIERS- *Life Goals

An analysis was conducted to compare two national surveys of American youth and to examine the life goals and occupational aspirations of college students in 1978 and of those in 1983. Two national data sets were used in the analysis. Both are based on traditional multistage probability design. The first was the 1978 National Public Affairs Study, a national sample of high school and college students (N=1,422). The second was the 1983 National College survey, a national sample of college students (N=2,011). The results revealed that there was an increase in religious conservatism from 1978 to 1983 among the students. Students in 1983 showed higher levels of commitment to career and family life goals than did students in 1978. The gender gap between males and females on career-oriented life goals decreased from 1978 to 1983. The number of students indicating a future career in education decreased from 1978 to 1983, while there was an increase in those indicating a future business career during the same time period. There was a gender-year interaction with occupational prestige of the intended occupation. In 1978 those who aspired to high prestige occupations were more likely to be males, while those who aspired to medium prestige occupations were more likely to be females. These positions reversed in 1983. (Author/NB)

ED 271 706 CG 019 245

Bubenzer, Donald L.; And Others
Creating and Prescribing Metaphors in Couple and Family Therapy.
PUB DATE- 22 Apr 86
NOTE- 16p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Techniques; *Family Counseling; *Marriage Counseling; *Metaphors; *Problem Solving; *Story Telling

This paper illustrates the construction, delivery, and processing of therapeutic stimulus metaphors in couple or family therapy. An introduction to the therapeutic metaphor discusses the uses of metaphors in therapy to denote a likeness between a client and another object or person, and to avoid client resistance. The usefulness of metaphors in individual, couple, and family therapy at times when progress has slowed is explained. Six outcome themes of therapeutic metaphors are listed and the technique of providing the client with a metaphoric framework shaped around one or more of these outcome themes is described. The therapeutic process described involves giving the client an incomplete story that includes elements of the conflict being experienced by the client and having the client continue the story by providing possible solutions to or ways of working with the conflict in the stimulus metaphor. Two case reviews are presented which sketch the client's problem, give the metaphor created, and break down the process by framework, problem or issue, metaphorical image, and therapeutic issue. Basic consideration when constructing a therapeutic metaphor, therapeutic considerations in the prescription and delivery of the metaphor, and suggested content areas for metaphor creation are discussed. Opportunities to create stimulus metaphors are provided. (NB)

ED 271 720 CS 008 461

Brozo, William G.; Tomlinson, Carl M.
Literature: The Key to Lively Content Courses. College Reading and Learning Assistance Technical Report 86-03.
Georgia State Univ., Atlanta.
PUB DATE- Feb 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; *Concept Teaching; *Content Area Reading; Elementary Education; *Learning Strategies; Literature Appreciation; Reading Comprehension; *Reading Material Selection; Reading Skills; Schemata (Cognition); Student Motivation; *Supplementary Reading Materials; Teaching Methods; Textbooks

Children's literature, when used appropriately in conjunction with textbooks, can become a powerful teaching tool that builds relevant prior knowledge, capitalizes on the student's skill in reading narrative, engenders interest and motivation, and consequently promotes a deeper understanding and appreciation of the content in both trade books and textbooks. By their very nature, textbooks can provide only limited coverage of a topic, and teachers must identify concepts that can be further developed by having children read trade books. This approach to content area instruction requires the teacher to be familiar with a great variety of children's books. To make selection easier, teachers can use annotated subject guide indices to current children's books. After the books are selected and read by the teacher, they can be presented to the student and can be very effective if presented as a schema and interest builder before children read the text. Knowing which concepts and information will be met later in the textbooks, teachers reading stories orally can easily highlight key passages by reading them with particular emphasis. When stories are being read independently or in small groups, teachers can alert students to these passages prior to reading. Trade books are also effective as elaboration and extension of content and concept acquisition during and after reading the text. Finally, after reading trade books and textbooks, students should be engaged in activities that allow them to assess what they have learned, to interpret their knowledge in some way, and, thereby, to personalize it. (HOD)

ED 271 734 CS 008 506

Hayes, David A.; Alvermann, Donna E.
Video Assisted Coaching of Textbook Discussion Skills: Its Impact on Critical Reading Behavior.
PUB DATE- 19 Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Critical Reading; *Discussion (Teaching Technique); High Schools; *Reading Instruction; *Reading Research; *Teacher Education; *Teacher Improvement; Teacher Student Relationship; Teaching Methods; Textbook Content

To explore ways to improve reading instruction, a study examined the relation of discussions about assigned reading to students' critical reading behavior and investigated the efficacy of coaching teachers on techniques for discussing the readings they assign. Five teachers from a rural Georgia high school, and their classes of 25 students each were videotaped as they used classroom texts, related study guides, and worksheets, and discussed the readings. Data analysis included transcribing the videotapes, coding the transcripts, and inspecting the data obtained. Results indicated that discussions were test-like events that served to cover the text content, but very few students participated actively in discussion and the central participant was the teacher. Teachers rarely presented themselves as collaborators in the exploration of the content or admitted they did not know something. Coaching increased teachers' acknowledgement of students' responses, increased elaborate student responses, and decreased the number of response resignations. For three teachers, coaching increased the proportion of text connected talk, and the talk became more inferential and analytical. Little progress was made in fostering reference to other texts or hypothesizing and reasoning through divergent possibilities suggested by the text. A table of structural functions and text references in discussion and a segment of a coded transcript are included. (SRT)

ED 271 748 CS 209 795

Hardenbergh, Margot
Promise vs. Performance: A Case Study of Four Public Access Channels in Connecticut.
PUB DATE- Aug 86
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; Bureaucracy; *Cable Television; Comparative Analysis; Content Analysis; *Production Techniques; *Programing (Broadcast); *Television Research; Television Viewing
IDENTIFIERS- *Public Access Television

A study examined the organization, content and audiences of four public access channels to determine whether public access on cable television can be described as mini-communication and, if so, whether cable television is fulfilling some of its promises as a mini-medium. Organization was categorized as reflecting little or no hierarchy of authority, specialization among jobs, or resistance to public discussion of technique. Content was categorized as traditional or non-traditional, depending on production styles and whether on-camera people were personally known to the intended audience, while audience was identified by common areas of interest or mutual geographical boundaries. Data were gathered by interviewing the producers involved with the four channels and by observing the activity of the four channels for one week each, viewing one week's content of each channel, and surveying the potential audience of the channels. The findings did not reveal an audience homogeneous in character other than by virtue of its geographical boundaries. The results did show that the size of the audience was unaffected by the extent of bureaucracy within the organization of the channel, that available equipment determined whether content was traditional or non-traditional, and that producers, not the audience, were more interested in making sure the content was similar to traditional television. Finally, the study found that many, but not all of the producers wanted more expensive equipment capable technically of doing more with the content. (HOD)

ED 271 762 CS 209 860

Marklund, Inger, Ed.; Carlsson, Marianne, Ed.
IEA Written Composition Study.
National Swedish Board of Education, Stockholm.
PUB DATE- Mar 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Educational Background; Elementary Secondary Education; Essays; Family Characteristics; Foreign Countries; Reading Habits; Social Environment; *Teaching Methods; Writing Evaluation; *Writing Instruction; *Writing Research
IDENTIFIERS- *International Evaluation Education Achievement; Sweden

During the 1984-85 school year, pupils in three age groups participated in an international survey to discover ways in which pupils are taught written composition, what they write, and how their achievements are assessed. The three age groups were: (1) those who had reached or were approaching the end of the class-teacher stage, (2) those who had reached or were about to reach the time when a large proportion leave school, and (3) those who had finished or were about to finish their upper secondary schooling. All participating countries were represented by pupils in group 2 and Sweden had pupils in all three groups. The survey used pupil questionnaires that referred to the teaching of writing, family and school backgrounds, and reading and writing habits outside school, while teacher questionnaires asked about the teacher's education and the method and content of writing instruction. The survey also used written tasks, some of which implied practical information, while others were narrative, descriptive, and ratiocinative. Essays were marked on a five-point scale according to an overall assessment as well as an assessment of content, organization, style, readability, and legibility. Results of the survey will make it possible to convey an accurate picture of the teaching of written composition in Swedish schools at different levels as compared with other countries and will provide an opportunity for developmental studies. The survey intends to identify the conditions in society at large, pupils' homes, and schools that are connected with their written performance. (SRT)

ED 271 777 CS 209 931

Jolliffe, Lee
Diffusion of Ideas by 19th Century Feminists: The Growth of Women's Magazines.
PUB DATE- Aug 86
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986). Some charts may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Content Analysis; *Females; *Feminism; *Media Research; *Periodicals; Persuasive Discourse; Social History
IDENTIFIERS- Nineteenth Century History; *Stone (Lucy); *Womens Magazines; Womens Suffrage

The communications of suffragist Lucy Stone illustrate the changes that the growth of women's magazines brought to nineteenth century feminists. As indicated in letters to friends and family, Lucy Stone became an active proponent of women's rights at a time when public speaking tours were the best means of reaching a wide audience. As the printing industry grew, she adopted the magazine as a way of communicating her ideals. One of several magazines for women that conformed to traditional sex roles, Stone's "The Woman's Journal," which appeared in 1870, was aimed at an audience of well-educated club women, professionals, and writers as yet uncommitted to the cause of women's suffrage. Contents included editorial matter on the political issues of the day as they related to women's issues. Stone's "personals" were aimed at (1) helping professional and intellectual women to know what their contemporaries were doing, (2) highlighting the most praiseworthy activities of such women, and (3) giving the "Journal" a touch of "high-society" polish and thus adding legitimacy to women's activities outside their prescribed roles in the home. The adjectives, nouns and titles that describe women in the "Journal" frequently resembled the patronizing language used in the newspapers of the time. This dichotomy has been explained by historians as a deliberate effort by the women's rights groups to "tone down" their message, to engender in the general public a belief that ordinary feminine women might actually want women's rights. The coincidence of prosuffrage publications with the grassroots populist movement in the late nineteenth and early twentieth centuries suggests that targeted publications carrying what is essentially an advertisement for a cause are a better means of communicating an ideology than is attempting to communicate that ideology individually. (HTH)

ED 271 792 CS 209 972

Buxton, Amity
Children's Journals: Further Dimensions of Assessing Language Development.
North Dakota Study Group on Evaluation, Grand Forks.
SPONS. AGENCY- National Council of Teachers of English, Urbana, Ill.; North Dakota Univ., Grand Forks.; Rockefeller Bros. Fund, New York, N.Y.
PUB DATE- Sep 82
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Expression; Child Development; *Childrens Art; Creative Thinking; *Creative Writing; *Evaluation Criteria; Evaluation Methods; Freehand Drawing; *Holistic Evaluation; *Language Acquisition; Language Processing; Primary Education; Writing Exercises; Writing Instruction; Writing Research
IDENTIFIERS- *Journal Writing

Analysis and assessment of young children's spontaneous writing and drawing in daily journals may focus on three significant dimensions: what, who, and how: what stands for thought and meaning; who, for person; and how, for form. These categories may be further divided. Thought and meaning include theme(s), organization, and vocabulary; person includes the approach or stance of the writer toward the subject, authorship or uniqueness, and authenticity or individuality of the writing; and form includes the interrelationships of writing and drawing, language structure, and mechanics. The teacher can use these dimensions to act as a responsive reader of children's journals, rather than a critic. This three-dimensional view of language development draws attention to the thinking and individuality of the students as well as to the form of their writing, while the inclusion of nonverbal symbols in the journals adds an important data source from which to interpret the expression of the students. The developmental approach affords a framework through which the significance of the data can be revealed. All of the teachers who have used the dimensions and assessment method have reported that this approach has helped them to concentrate on the whole child as reflected in the child's writing and drawing. Samples of children's work are included. (SRT)

ED 271 807 EA 018 232

Huling-Austin, Leslie; And Others
High School Principals: Their Role in Guiding Change.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 4 Apr 85
NOTE- 38p.; In: Symposium 56.11 of the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985); see EA 018 229.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Administrator Role; *Change Strategies; Decision Making; *Educational Change; Educational Improvement; Educational Innovation; *High Schools; Leadership Responsibility; *Leadership Styles; Organizational Change; Performance Factors; *Principals; Teacher Administrator Relationship; Work Attitudes

This report, part of a research series on roles of participants in high school change, focuses on activities of principals in guiding and facilitating change, on leadership configurations found in high schools, and on how principals interact with other change facilitators during the change process. Two high schools were visited in nine districts during the 1983-84 school year, each district located in a different state to provide geographic representation. Research reports documented changes and situational and leadership influences. Reports of management of change and the role played by the principal in facilitating change provided the most in-depth information for analysis. Roles of principals are grouped according to activity function, such as change facilitation, and categorized. Tables and diagrams illustrate the analysis. A total of 215 statements related to 15 change facilitating roles of principals were identified. Principals most often performed a role related to vision and goal setting and least often related to the role of "structuring of the school as a workplace." Schools that were more actively involved in change showed greater principal involvement with structuring the process. Data related to configurations of leadership and the change facilitating roles of principals support the contention that, despite the myriad roles that principals assume, they are capable of maximizing their time and decision making opportunities. Thirty-five references are appended. (CJH)

ED 271 821 EA 018 590

Wasserman, Elsa R.; And Others

Teacher Advisor Program (TAP): A Multi-Cultural Approach to High School Orientation and Support for Ninth Grade Students. Teacher/Advisor Curriculum Guide.

Cambridge Public Schools, MA.
PUB DATE- 82
NOTE- 133p.; A validated Title IV-C Project.
AVAILABLE FROM- Publication Sales, Cambridge School Department (CADENCE), 159 Thorndike Street, Cambridge, MA 02141 ($12.00 plus postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Games; Grade 9; *Group Activities; Group Counseling; Group Discussion; Group Dynamics; *Group Guidance; *Guidance Programs; High Schools; Interaction Process Analysis; Interpersonal Communication; Junior High Schools; *Junior High School Students; *Orientation Materials; Role Playing; *Transitional Programs
IDENTIFIERS- Cambridge Public Schools MA; Cambridge Rindge and Latin School MA; *Teacher Advisor Program MA

The Ninth Grade Teacher Advisor Program (TAP) of Cambridge (Massachusetts) Rindge and Latin School assists students in making the transition from grammar school to high school. The curriculum presented in this manual is a revised version of the materials used by TAP groups in the first year of the Ninth Grade Program. The two major themes of the curriculum are Orientation (first semester) and Empowerment (second semester). Accordingly, this teacher manual is divided into three major sections: The first, "Interactive Techniques," focuses on the teacher's role as group facilitator, providing suggestions on leading discussions and role playing. It also describes a series of games for building group skills. The second and third sections describe the activities that form the basis for the weekly group sessions. The main goals of Unit I (Orientation) are for students to get to know each other and become acquainted with their new high school. The major goals of Unit II (Empowerment) are to make students aware of learning patterns, behavior patterns, and socioeconomic patterns that affect their schooling and to take more responsisbility for their own education. For each activity, goals are outlined and specific instructions are given as to how to set up and run the exercise. An appendix describes five new games that can be used in the group sessions. (TE)

ED 271 835 EA 018 612

Jung, Richard; Kirst, Michael
Beyond Mutual Adaptation, into the Bully Pulpit: Recent Research on the Federal Role in Education.
Stanford Univ., CA. Stanford Education Policy Inst.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SEPI-86-1
PUB DATE- Apr 86
NOTE- 46p.
GRANT- NIE-G-83-0003
AVAILABLE FROM- Publication Sales, Stanford Education Policy Institute, CERAS Building 402S, Stanford University, Stanford, CA 94305 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Educational Objectives; Elementary Secondary Education; *Federal Programs; *Federal Regulation; *Federal State Relationship; *Government Role; *Government School Relationship; *Policy Formation; Politics of Education; Public Policy; *Research Needs; School Community Programs; School District Autonomy

While the federal government has always been a junior partner to state and local agencies in financing and operating public schools, the impact of federal policies on schools continues to be a topic of debate by researchers, policymakers, and the public. This paper reviews the rapidly expanding but dispersed literature on federal involvement in elementary and secondary education and documents and assesses implications of the ascendancy of the federal leadership or "bully pulpit" role. State and local implementation of long standing federally sponsored categorical programs had by the 1980s in many instances moved beyond the mutual adaptation stage generally portrayed in research anthologies. Recent national studies describe reduced intergovernmental conflicts, greater emphasis on program improvement rather than on strict compliance, and programs customized to fit local circumstances. The Reagan Administration's qualitatively different use of the bully pulpit as a major, independent policy strategy has been inadequately examined by researchers. Future research on the federal role in the 1980s can contribute to literature on differential federal strategies.

Researchers on the federal role in education should conduct assessments of origins and effects of modern use of the bully pulpit strategy to understand fully the effects of the administration's education policy. Ninety-four footnotes are appended. (CJH)

ED 271 848 EA 018 628

Taber, Bob; Halverson, Roy
How to Deal with the News Media Professionally and Effectively. A Presenter's Guide. Research Based Training for School Administrators.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- American Association of School Administrators, Arlington, Va.
PUB DATE- 85
NOTE- 77p.; A product of the Research-Based Training for School Administrators Project.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Guides; Administrator Role; *Audience Analysis; *Communication Skills; Elementary Secondary Education; Interviews; *Leadership Training; Management Development; *News Media; News Writing; Public Opinion; Radio; Television; Workshops
IDENTIFIERS- Association of California School Administrators; *Media Relations; *Project Leadership

This workshop presenter's guide is intended for use by administrators in training one another in the Project Leadership program developed by the Association of California School Administrators (ACSA). The purpose of this scripted guide is to give administrators the knowledge and the tools to communicate effectively and professionally with the news media. The guide, written to be read aloud, discusses the importance of good media relations, getting heard in an overcommunicated society, audience identification, and some assumptions about the media and public education; the topics of breaking stories; planning for interviews and public meetings; preparing news releases, radio, and television interviews; selecting an effective spokesperson; and coping with rumors, crises, and antagonistic interviewers. The guide contains a 25-item bibliography of sources cited or referred to in the text, a suggested reading list, and an appendix with handouts and masters of 17 numbered transparencies. (IW)

ED 271 862 EA 018 651

Maitland, Christine; Kerchner, Charles T.
The Tone of Labor Relations in Schools: Correlates of Teacher
  Perception.
PUB DATE- Apr 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (67th, San Francisco, CA, April
  16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
  Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; *Board of Education Role; Collective
  Bargaining; Educational Environment; Elementary Secondary
  Education; *Labor Relations; *Organizational Communication; Policy
  Formation; Power Structure; *Teacher Administrator Relationship;
  *Teacher Attitudes; Teacher Welfare; *Unions
IDENTIFIERS- California

Results of a study involving 450 teachers in three California school districts show that two sets of standards exist for judging the effectiveness of teacher unions. For union leaders, legitimacy means keeping promises to teachers by winning concessions from management and, at the same time, working toward a more credible and cooperative relationship with management. Teachers, however, perceive union status less as what unions are able to win than the apparent acceptance by the school board of the union as the teacher representative. Teachers' perceptions of the tone of labor relations also are strongly influenced by the way in which the administration is seen as treating the teachers themselves: being open and above board, reasonable, and innovative in school operations. The results of four multiple regressions and a path analysis have significant implications for unions and administrators. Unions must shift efforts away from militant activities and toward interpreting teachers' needs for responsible administration. Administrators should be less concerned that the union threatens managerial rights and recognize the need for innovative programs and open policy making. Teachers want both legitimate unions and good schools, and they see no conflict in having both. Eight tables and a brief bibliography are included. (IW)

ED 271 876 EA 018 666

State Plan for Regional Education Service Centers. As Approved by State Board of Education.

Texas Education Agency, Austin.

PUB DATE- 10 May 86
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrative Organization; Educational Planning; *Education Service Centers; Elementary Secondary Education; Governance; *Intermediate Administrative Units; Occupational Information; *Regional Programs; State Legislation
IDENTIFIERS- *Texas

The 20 education service centers in Texas are regional institutions designed to assist school districts with quality ideas, services, information, and teaching materials. This plan sets out the authority, governance, operations, and services that are to be provided by the service centers to school districts along with guidelines and standards. Sections discuss the following topics: (1) authority and purpose, (2) working arrangements, (3) governance, (4) programs and service, (5) organization, (6) administration and operations, and (7) accountability and sanctions. The appendixes list each of the services provided along with the purpose, authority, funding, and the state board goal and how it is to be achieved. Appendix A contains brief descriptions of the following required programs and services: Media, Computer Services, Special Education for the Handicapped, Accreditation, Curriculum, Training, Textbooks, and School Volunteer Program. Appendix B contains brief descriptions of the following services funded through or under agreement with the Texas Education Agency: Migrant, Educational Technology, and Adult and Community Education. Appendix C describes the following services that support statewide programs and that are funded through cooperative agreements with school districts: Gifted and Talented, and Bilingual Education and Special Language Programs. (MLF)

ED 271 890 EA 018 687

Smart, Don

The Hawke Labor Government and Public-Private School Funding Policies in Australia, 1983-1986.

PUB DATE- 18 Apr 86

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). For a related document, see EA 018 688.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Finance; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Government School Relationship; *Politics of Education; *Private School Aid; Private Schools; Public Schools; School Holding Power

IDENTIFIERS- *Australia

Australia's Hawke Labor Government, elected in 1983, reflects the politics of electoral pragmatism and consensus rather than those of idealism and reform. This paper explores the often conservative and pragmatic policies adopted in the schools area by the Hawke Government and seeks to explain the economic, social, and political factors underlying them. Major value orientations evident in Hawke's education policy are (1) a commitment to maintaining a strong federal role in education reflected in a willingness to improve or maintain levels of federal funding in education; (2) a centralist approach to coordination, policymaking, and accountability in relation to federal funding; (3) an attempt to give equity issues greater attention than excellence; and (4) attention to the vocational/competitive/technological role of education. This paper focuses on the following key related schools policy developments that have occurred under Hawke: the historic schools funding settlement of 1984, the Participation and Equity Program, the Quality of Education Review Committee Report, and the downgrading of the role of the Commonwealth Schools Commission. (MLF)

ED 271 678 CG 019 217

Kaplan, Robert E.
The Warp and Woof of the General Manager's Job. Technical Report Number 27.
Center for Creative Leadership, Greensboro, N.C.

REPORT NO.- ISBN-0-912879-25-4
PUB DATE- Jul 86
NOTE- 43p.; Paper presented at a conference on Facilitating Work Effectiveness (Department of Psychology, University of Maryland, June 1985).
AVAILABLE FROM- Center for Creative Leadership, P.O. Box P-1, Greensboro, NC 27402-1660 ($15.00).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Employment Qualifications; *Job Skills; *Management Development; *Managerial Occupations; *Occupational Information; *Work Environment

This report draws details and examples from a study of the general manager job in a major corporation in an effort to determine what it takes to be an effective general manager. The report looks at two aspects of the demanding and important position of general manager. First, the report discusses the more or less constant requirements of the job, those demands that the general manager job places on any manager in most situations. The demands discussed include the need to function strategically and tactically, to think multi-dimensionally, to build and make use of large networks of contacts, to manage organizations of large scope and scale, and to occupy an elevated position with its visibility and trappings. Next, the report examines the variation in general manager jobs, with special emphasis on the contextual factors that make one general manager job different from another. Specific examples from the organization studied are given to illustrate these contextual factors. A section on how a general manager can evolve through various stages of definition and redefinition is also supported by examples from the company studied. The report concludes with five guidelines for studying and understanding the general manager job. (NB)

ED 271 906 EC 190 214

Kreger, Robert D.

Parental Involvement in the Educational Process of Children with Special Needs. An Annotated Report. Final Report and Research Analysis.

Northeastern Univ., Boston, Mass.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 82
NOTE- 419p.
GRANT- G008100429
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Autism; *Disabilities; Due Process; Early Childhood Education; Elementary Secondary Education; Emotional Disturbances; Hearing Impairments; Individualized Education Programs; Language Handicaps; Learning Disabilities; Mainstreaming; Mental Retardation; Multiple Disabilities; *Parent Materials; Physical Disabilities; Program Descriptions; *Resource Materials; Special Health Problems; Visual Impairments

A listing of resources is presented for parents of handicapped children. Resources are categorized according to the following types: programs, organizations, products, and additional resources; federally funded programs; national parent organizations; local parent training; and handbooks, book lists, and media. Entries are organized according to 13 topic areas: autism; early childhood; emotional disturbance; general information on disability; hearing impairments; language impairments; learning disabilities; linguistic and racial minorities; mental retardation; multiple handicaps; orthopedic handicaps; other health impairments; parents' rights, due process, the law, individualized education programs, and mainstreaming; and visual impairments. Program information includes a brief abstract and listing of program type and population served. Entries are cross-indexed where appropriate. (CL)

ED 271 921 EC 190 229

Breshears-Routon, Darro
Integration: A Parent Handbook.
Albuquerque Special Preschool, NM.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 83
NOTE- 17p.; Photographs may not reproduce well.

GRANT- G008202867
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; *Mainstreaming; Parent Materials; *Peer Acceptance; Peer Relationship; *Preschool Education; Special Education

Intended for parents, the handbook explores the nature of and rationale for integration with young disabled children. Social and instructional integration are defined and similarities with mainstreaming are noted. Answers are provided to commonly asked questions, such as whether nonhandicapped students begin to imitate behaviors of handicapped students and whether nonhandicapped students will make fun of their handicapped peers. Additional topics addressed include progress for both handicapped and nonhandicapped students, the role of related services, differences between traditional special education classes and full-time integrated classes, and benefits for nonhandicapped children. (CL)

ED 271 549 CE 044 598

Peinovich, Paula E.

Hidden Barriers: A Sociological Investigation of Adult Participation in Continuing Education.

PUB DATE- Apr 86

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Education; Adult Students; *Continuing Education; Dropout Characteristics; Educational Background; *Lifelong Learning; *Participant Characteristics; Postsecondary Education; *Social Class; *Socioeconomic Influences; *Student Characteristics

Many researchers have investigated the factors that keep adults from participating in continuing education or "lifelong learning." Most of the studies have identified factors--previous educational experience, race, ethnic group, and others--that make adults less likely to be participants in schooling. However, the barriers may actually be more hidden and complicated than much of the research would suggest. Rather than a single factor, such as previous schooling experience, determining an individual's likelihood of participating in continuing education, the barriers may in fact be a construction of all the possible sociological factors operating together. Thus, the more factors identified as negative indicators of participation in adult education that affect an individual, the less likely he or she is to participate. Thus, adults could be seen on a continuum from low to high in terms of likelihood of participation in lifelong learning, a continuum that mostly parallels class structure. Thus, the lower the person falls on the continuum in terms of social class, as defined by race, income, education, family background, and so on, the less likely that person is to participate in further education. Since colleges have become marketers of educational products for which supply exceeds demand, they can expand their influence by expanding their appeals to a broader range of people, rather than trying to capture more of the people from the higher areas of the continuum. Appealing to more people would assure greater democratization of education and of society. (KC)

ED 271 592 CE 044 695

Hailes, Penelope J.

An Analysis of Computer Conferences Supporting the Distance Learner.

PUB DATE- 18 Apr 86

NOTE- 16p.; Paper presented at the Annual Conference of the American Educational Research Association (67th, San Francisco, CA, April 18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Oriented Programs; *Content Analysis; *Distance Education; *Dropout Prevention; Higher Education; *Teleconferencing
IDENTIFIERS- New York Institute of Technology

The use of computer conferencing (CC) to support undergraduate distance learners will, presumably, lower attrition rates for distance learners by providing students with the ability to exchange ideas and develop insights with others, overcoming the intellectual and social isolation associated with correspondence courses. It will be years before the first students in the four-year baccalaureate programs at New York Institute of Technology are expected to graduate from these new CC-supported distance learning programs. It is far too early to compare retention rates. However, analysis can begin on the exchanges that are taking place among the teachers and students using CC to determine to what extent the system supports the distance learner in the way it was initially envisioned. The CC messages for six undergraduate distance learning courses involving a total of eight students were content-analyzed using the printouts from these courses. The courses ranged from psychology to history and physics and were completed eventually by four students (50 percent). In addition, the courses were analyzed with respect to high versus low teacher-provided structure and high versus low teacher behaviors encouraging student participation using a modification of the behavioral specifications employed by Peterson. The analysis showed a high degree of content-related messages from both students and mentors. Little message time was spent on questions related to system operation, indicating that students were comfortable with the format. Further research over time is needed to determine if CC can prevent dropouts and motivate students to continue distance courses. (KC)

International Cooperation in Popular Education. A Report on the Study and Work Visit to Brazil, February to April 1986.

Workers Educational Association, Sunderland (England). Northern District.

PUB DATE- 86
NOTE- 15p.; For a related document, see CE 044 719.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Assertiveness; Females; Foreign Countries; International Cooperation; *International Educational Exchange; *Labor Education; Material Development; *Occupational Safety and Health; Pilot Projects; Program Development; *Self Esteem; *Womens Education; Work Environment
IDENTIFIERS- *Brazil; *Popular Education

Four adult educators from the North East/Brazil Project spent three months in Brazil in 1986 on "pilot" education ventures. The areas selected for collaboration were health and safety for lay officers and induction/leadership training for women. "Methods" courses were selected as the means to train lay officers as discussion leaders, since they are normally built around everyday, real problems and issues and focus on methods, materials, and content easy to grasp. The four-day courses were designed to develop a network of grassroots activists for health and safety in their workplaces and communities. In 4 courses, some 75 people were equipped to run informal education sessions or short courses. Another effort was directed at providing assertiveness training and confidence building games for use in women's groups, especially voluntary organizations. A pack of materials (games) was developed in which reading and writing skills were kept to a minimum and that included credible role playing situations. The materials were presented and discussion focused on adapting materials to the Brazilian situation. (YLB)

ED 271 621 CE 044 735

Sugai, George; And Others

Assessment of Exceptional Individuals. Teacher Training Module #5. Correctional/Special Education Training Project.

Eastern Kentucky Univ., Richmond. Dept. of Correctional Services.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 86
NOTE- 101p.; For related documents, see CE 044 730-738.
GRANT- G008303696
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; Adult Education; Classroom Techniques; Competency Based Education; *Correctional Education; Disabilities; *Educational Diagnosis; Evaluation Criteria; *Handicap Identification; Interpersonal Competence; Postsecondary Education; Prisoners; Program Implementation; *Special Education; *Student Evaluation; *Teacher Education; Young Adults

This module, which is one in a series of training packages intended to train educators working with handicapped adolescents and young adults in correctional settings, deals with basic assessment and evaluation procedures for use in identifying and evaluating disabled students. Included among those topics addressed in the individual sections of the module are the following: the direct intervention approach to instruction, a systematic model of instruction, reasons for and methods of conducting assessments, the purpose and procedures of educational diagnosis, domain-referenced testing, assessment of behavioral and social skills, and the difference between testable explanations and explanatory fictions. The module includes instructional design specifications (module title, competency statement, rationale statement, prerequisites); module objectives; evaluation procedures and criteria, learning activities and alternatives; a content outline; references; handouts; overhead transparency masters; and a training evaluation form. (MN)

ED 271 635 CG 019 082

Gattiker, Urs. E.; Larwood, Laurie

Subjective Career Success: A Study of Managers and Support Personnel.

PUB DATE- 85
NOTE- 26p.; An earlier version of this paper was presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Careers; *Employee Attitudes; Job Analysis; Managerial Occupations; *Occupational Information; *Self Concept; *Success; Work Attitudes; Work Environment

Despite popular beliefs that managers are successful by virtue of their positions, few studies have examined this position-success relationship. A study was conducted to identify the factors of subjective career success and to determine if the patterns of response would differ between managers and support personnel. Moreover, the phenomenon of career success was tested to see if it would relate to an employee's perception of occupational self-concept and job features. Sixteen employers from five large firms, three medium-sized companies, three educational institutions, and five government agencies selected equal numbers (4-8) of successful managers and successful support personnel from a variety of departments. Selected employees (N=221) completed a questionnaire assessing the individual's subjective perception of career success, occupational self-concept, job features, and demographic information. The results revealed that there were substantial differences in the magnitude of prediction provided by occupational self-concept and job features when assessing the subjective career success of managers and support personnel. Job features and occupational self-concept were found to be correlated with the different dimensions measuring the construct of career success. These findings provide evidence that research on career success should be placed within the larger context of a person's life. A four-page list of references concludes the document. (NB)

ED 271 650 CG 019 189

Holden, Richard N.
A Comparative Analysis of White Slavery in the Modern World.
PUB DATE- Mar 84
NOTE- 15p.; Paper presented at the Academy of Criminal Justice Sciences (Chicago, IL, March, 1984)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Females; *International Crimes; *Sexual Abuse; *Slaver
IDENTIFIERS- *Kidnapping; *Prostitution

White slavery is a slang term which denotes the holding of a person, usually a female, against her will for the purpose of prostitution. A lack of information about the crime exists, partly because of the global nature of the crime. The little public information available shows that historically, prostitution centers were located in New Orleans, New York, and Chicago. Today legal brothels in Nevada as well as street walkers in other states operate in much the same way as they did in the past. Current international white slave procurers recruit prostitutes from other countries by using cover occupations for legal entry, or by using the subterfuge of promise of a legitimate job and then forcing the women into prostitution after entry. Generally, the developed countries are the prostitution markets; the underdeveloped countries are recruitment areas. No international court exists to control slavery of any form. The White Slave Traffic Act of 1910 (Mann Act) was supposed to eliminate white slavery in the United States but has been ineffective. State and local regulations have focused on the prostitutes, not on the managers. The lack of women's rights in many parts of the world, the profit to be made from white slavery, and the lack of information are all obstacles to the solution of the white slavery problem. (ABL)

ED 271 664 CG 019 203

Rogers, Vivian
Family Systems Theory in the Workplace.
PUB DATE- 6 Mar 86
NOTE- 14p.; Paper presented at the Women and the Workplace Symposium (Ann Arbor, MI, March 6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Family Influence; *Interpersonal Relationship; Organizational Communication; *Organizational Theories; Self Concept; *Systems Approach; Work Attitudes; Work Environment
IDENTIFIERS- Bowen (Murray); *Family Systems Theory

This paper presents a summary of Murray Brown's family systems theory as it applies to the workplace, lists some indicators of when a system is working well, and cites some other guidelines for gauging and improving one's own functioning in the work system. Major concepts of Bowen's theory include: (1) the family and the workplace are systems; (2) systems transmit rules for behavior; (3) behaviors different from one's family of origin can be learned; (4) when the system has high anxiety, people can revert to inappropriate behaviors learned in the family; and (5) self-definition, avoidance of triangling, reducing anxiety in the system, and connecting with care can improve a dysfunctioning system. David Bork, a business consultant, reports that the signs of a healthy system include clearly articulated goals, decisions made at the lowest possible level, undistorted communications, a win-win approach to problem solving, conceptual level rather than personal level conflict, and learning from experience. Patricia Meyer states that how well a person defines himself/herself in an organization depends on the clarity about objectives of the work, the degree to which the person meets job expectations, and the degree to which the person maintains relationship throughout the work system. Kay Kent, a social worker, advises workers to learn as much as possible about the organization, clarify one's job description, and make sure supervision is ongoing. Applying the theory to the workplace can be helpful to women trying to maintain their sense of self and still function in the organization. (A brief synopsis of Toman's birth order position characteristics is included.) (ABL)

ED 271 693 CG 019 232

LaMarre, Sandra E.; Hopkins, David M.
Career Values of the New Lifestyle Professionals.
College Placement Council, Bethlehem, Pa.
REPORT NO.- ISBN-0-914885-05-7
PUB DATE- 84
NOTE- 138p.; For related document, see CG 019 233.
AVAILABLE FROM- College Placement Council, 62 Highland Avenue, Bethlehem, PA 18017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Planning; College Graduates; *College Seniors; Demography; *Expectation; Higher Education; National Surveys; Professional Personnel; Student Attitudes; *Values; *Work Attitudes

This paper reports the descriptive results of a national study undertaken to profile the 1982 graduating college senior in terms of his or her work-related attitudes, interests, expectations, perceptions, and values. Introductory sections present a statement of the problem, the purpose of the study, a review of the literature, and a discussion of the methodology used in the study. The subjects surveyed were 1,930 graduating seniors from 50 four-year institutions across the United States. It is noted that five follow-up studies with the same group of respondents over the 10-year period following this study are planned to determine how, when, and why their career-related values and attitudes change. The descriptive results of the study are presented in nine chapters: (1) job search and career planning; (2) perceived determinants of career success; (3) preferred job attributes; (4) work ethic attitudes; (5) performance appraisal and compensation; (6) tradeoffs; (7) values regarding organization practices; (8) organizational loyalty; and (9) implications for practitioners. Within these categories, the overall results for the entire group of nearly 2,000 respondents are summarized. In addition, significant differences between subgroups defined by various demographic characteristics are noted. Fifty-two data tables appear throughout the text. A cover letter on career values, the survey questionnaire, a list of participating institutions, and frequencies for demographic and institutional variables are appended. (NB)

ED 271 707 CG 019 246

Crouch-Shinn, Jenella; Shaughnessy, Michael F.
Brain Research: Implications for Education.
PUB DATE- 84
NOTE- 20p.; Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Brain Hemisphere Functions; Cognitive Processes; *Cognitive Style; Educational Needs; Elementary Secondary Education; Individual Differences; *Lateral Dominance; *Learning Processes; Left Handed Writer; *Nontraditional Education; Student Needs
IDENTIFIERS- *Handedness

This paper attempts to examine the research of split-brain, hemispheric specialization, and brain function, as it pertains to handwriting, brain wave patterns, and lateral differences. Studies are reviewed which point to asymmetric differentiated functions and capacities of the two cerebral hemispheres in split-brain patients and in normal persons. The need for integrated hemispheric processing in teaching metaphors, visual imagery, and mind-mapping is discussed. The issue of right- and left-handedness is considered in studies of blood flow, inverted and noninverted writing posture, and familial versus nonfamilial left-handers. Lists of the functions of the two hemispheres of the brain as outlined by various authors are presented in a section on cerebral dominance and hemispheric functions. The final sections of this paper address the implications of the reviewed research for childhood education and the possible identification of children with different cognitive learning styles. Findings are presented which suggest that for optimal cognitive functioning interhemispheric functioning is necessary. The implications of brain research for education in the arts are discussed. In a presentation of mental processes and brain waves, four basic EEG wave pattern categories are described. Two of these, theta and alpha waves, are then used as prototypes to describe variances in children's learning styles. A list of left- and right-minded characteristics that teachers and psychologists can use to look at children's behaviors in a new way is included. A 23-item list of references concludes the document. (NB)

ED 271 735 CS 008 507

Hayes, David A.

Readers' Use of Analogic and Visual Aids for Understanding and Remembering Complex Prose.

PUB DATE- 19 Apr 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Diagrams; High Schools; Memory; *Reading Comprehension; *Reading Instruction; *Reading Research; *Recall (Psychology); *Visual Aids
IDENTIFIERS- *Analogies; Memory Tasks

A study researched the differential uses readers make of analogic and visual prompts for understanding and remembering complex prose. Fifty-two eleventh grade students with average and above average reading ability enrolled in a comprehensive high school in central Georgia participated in the study. They were ranked according to their ability to learn from reading and assigned to one of four groups, which corresponded to guide material that was different for each treatment condition. The reading material described the game of cricket, but two of the guides provided analogies between cricket and baseball and two provided diagrams. The study was done in two phases: in phase one the students read the material, completed the study guide, and took a 20-item sentence completion test on the game of cricket; in phase two the students took the same test again at a later time. Mean averages and standard deviations were computed for each treatment group's immediate and delayed test results. Both analogies and diagrams contributed substantially to the students' initial understanding of the material, but the delayed test showed that the analogy groups retained their understanding better and longer. Providing readers with visual aids to prompt initial integration of novel information and analogies to help them retain it stands as a theoretically defensible teaching practice supported by the finding of this and other related investigations. (SRT)

ED 271 749   CS 209 801

Washburn, Patrick S.
J. Edgar Hoover and the Black Press in World War II.
PUB DATE- Aug 86
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Blacks; *Journalism; *News Media; *Newspapers; Press Opinion; *Racial Discrimination; United States History
IDENTIFIERS- *Black Press; Espionage Act; Federal Bureau of Investigation; *Hoover (J Edgar); Sedition; World War II

Holding enormous if controversial power as Director of the Federal Bureau of Investigation (FBI), J. Edgar Hoover was sometimes controlled unexpectedly at the highest reaches of government, as illustrated by his failed attempt to obtain an Espionage Act indictment against the black press during World War II. Following anarchist bombings in 1919, Hoover pressed unsuccessfully for passage of a peacetime version of the sedition act to shut down black publications. Efforts by the Communists and Japanese to recruit black support, as well as increased criticism of discrimination by the black press, precipitated FBI investigations of black publications until the eve of the Second World War. Hoover sought his first Espionage Act indictment of the black press shortly after the bombing of Pearl Harbor, enlisting the aid of the Justice Department. No publication had actually violated the Espionage Act, however, and an agreement was made between the Attorney General and a black publisher, circumventing the possibility of any indictment. Hoover persevered, and in 1943 mounted a major wartime attack on the black press with a report charging 43 publications with causing black discontent, but the report received no response from the administration. Two Supreme Court decisions supporting other radical publications eliminated any remaining hope of an indictment against the black press, and Hoover's final attempt at a wartime indictment in 1945 was refused by the Justice Department. While Hoover's racist views cannot be ignored, he did have valid reasons to investigate the black press. The deciding factors for Hoover and the FBI were the unwavering constitutional views of the Attorney General and the Justice Department, without which black press history probably would have been very different. (HTH)

ED 271 763 CS 209 864

Greenberg, Karen L., Ed.; And Others
Writing Assessment: Issues and Strategies. Longman Series in College Composition and Communication.
REPORT NO.- ISBN-0-582-28516-X
PUB DATE- 86
NOTE- 203p.
AVAILABLE FROM- Longman Inc., 95 Church St., White Plains, NY 10601 ($34.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Black Students; *Educational Assessment; *Educational History; Educational Policy; Educational Practices; *Educational Testing; Elementary Secondary Education; English (Second Language); *Evaluation Criteria; *Evaluation Methods; *Writing Evaluation; Writing Research
IDENTIFIERS- National Testing Network in Writing

Data compiled from more than 2,000 member institutions of the National Testing Network in Writing were the source of this guide to writing assessment. Using an interdisciplinary approach, with insights from cognitive psychology, sociology, linguistics, educational measurement, rhetoric, and English education, the book gives suggestions on designing accurate measures of writing ability and how to score these measures, and discusses the relationship of writing assessment theory and research to classroom practices and teacher concerns. The authors and titles of the chapters are as follows: (1) "The Past--and Future--of Writing Assessment" (Andrea A. Lunsford); (2) "Literacy and the Direct Assessment of Writing: A Diachronic Perspective" (Stephen P. Witte, Mary Trachsel, and Keith Walters); (3) "Why Test?" (Marie Jean Lederman); (4) "A Personal Statement on Writing Assessment and Education Policy" (Rexford Brown); (5) "Pitfalls in the Testing of Writing" (Edward M. White); (6) "Writing Samples and Virtues" (Daniel Fader); (7) "Beginning a Testing Program: Making Lemonade" (Kenneth A. Bruffee); (8) "Testing Black Student Writers" (Roscoe C. Brown, Jr.); (9) "'Objective' Measures of Writing Ability" (Gertrude Conlan); (10) "Testing ESL Student Writers" (Sybil Carlson and Brent Bridgeman); (11) "How Do We Judge What They Write?" (Rosemary Hake); and (12) "Current Research and Unanswered Questions in Writing Assessment" (Gordon Brossell). A bibliography by William Lutz is included. (HOD)

ED 271 778 CS 209 932

Jolliffe, Lee
Gender Differentiation in the New York "Times": 1885 and 1985.
PUB DATE- Aug 86
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Content Analysis; Females; Males; *Media Research; *Newspapers; Press Opinion; *Sex Bias; Sex Differences; *Sex Role; *Sex Stereotypes; Social Change
IDENTIFIERS- Journalism History; *New York Times

A study examined the descriptive language and sex-linked roles ascribed to women and men in articles of the New York "Times" from 1885 and 1985. Seven content analysis methods were applied to four random samples from the "Times"; one sample each for women and men from both years. Samples were drawn using randomly constructed months, with one day of the week from each quarter year. Methods of analysis included space alloted, topical categorization of stories, occupational roles portrayed, and language choices made. The results indicated that after 100 years, women are portrayed somewhat less in terms of sex-role identifier; however, identification of women by their familial roles remains frequent. Men are portrayed in economic roles, and participation in family activities is nearly ignored. In 1985, stories about men were most likely to portray them as objects of another's actions or victims of violence. Appendices contain tables showing role categorizations, proper name usage, placement in active/passive headlines, and other measures. (HTH)

ED 271 822 EA 018 592

Henderson, Richard L.
Comprehensive Objectives Accounting System: A Practical Approach to Evaluation and Performance Based Compensation for Educational Institutions. Second Edition.
PUB DATE- 84
NOTE- 33p.; Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compensation (Remuneration); Management by Objectives; *Merit Pay; Organizational Objectives; *Performance Contracts; School Personnel
IDENTIFIERS- *Comprehensive Objectives Accounting System

The Comprehensive Objectives Accounting System (COAS) is a program for establishing performance objectives for educational personnel, evaluating performance, and providing rewards for exemplary performance. The program is long-term, flexible, requires mutual agreement concerning objectives between individual employees and their supervisors, allows for coordination among the objectives of individuals within the organization, and permits involvement of all personnel. Remuneration under COAS is of two types: for objectives specified as requirements of the position according to school board policy, satisfactory performance should result in cost of living increases; for objectives adopted individually, extra pay should be tied to the degree to which these individual objectives are met. In addition to providing an overview of the program, this booklet presents a calendar for program implementation, a glossary, a list of references, and examples of forms that can be used during the objective-setting process. (PGD)

Fogelman, Ken
The British Experience: The 1946, 1958 and 1970 National Cohorts.
PUB DATE- Apr 86
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; Cultural Context; Educational Research; Foreign Countries; *Longitudinal Studies; *Research Problems; Research Utilization; Social Environment; Socioeconomic Background; Student Development; Student Evaluation
IDENTIFIERS- *Great Britain; *National Child Development Study

Three major national longitudinal studies have been conducted in Great Britain, each based on a week's births in, respectively, 1946, 1958, and 1970. This paper focuses on the implications for educators of the findings of the 1958 study, which examined the development, over 23 years, of approximately 5,000 children born in Britain in one week of 1958. Originally intended as a health-oriented study, the cohort also examined the educational and social characteristics and progress of its subjects and the interrelationships among these different aspects of their lives. One of the most important characteristics of the study has been its ability to study various kinds of change: in patterns of relative attainment in school, for example; in the effects of changing schools upon a child's educational development; or in the effects of other phenomena, such as test score placement, upon pupils' development. Even more importantly, the study has changed the researchers' own stereotyped perceptions of the nature of children and childhood. Several problems of large-scale longitudinal studies must be acknowledged, however, including compromising long-term goals to satisfy funding agencies' wishes for short-term results, lack of sufficient collaboration between the studies, and underexploitation of data. A list of 13 references is appended. (IW)

ED 271 877 EA 018 667

Schieser, Hans A.
Basics & Principles of Education in a "Post-Industrial" Era.
PUB DATE- 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Educational Improvement; Educational Theories; *Educational Trends; *Education Work Relationship; Elementary Secondary Education; Formal Operations; Futures (of Society); Industrialization; Labor Demands; *Labor Force Development; *Learning Theories; Participative Decision Making; *Student Needs; Technological Literacy; Work Attitudes
IDENTIFIERS- *Postindustrial Society

A rethinking of the major concepts held about the post-industrial society presents educators with the challenge of translating research insights into the praxis of everyday life to improve students' employability. Forecasters of an "information society" where Americans engage only in services and communications forget that an insufficient number of specialists exist to support such an exclusive industry. The American school system, in contrast to those of other nations, ignores the necessity of realistic options for those unable to handle the abstract tasks of the "formal operations" stage of intellectual development. Reports explaining declining academic achievement do not get at the problem's roots: the historic behavioristic ideology of schools. "Industrial democracy," the integration of the worker in the decision-making process, is one attempt to counteract pervasive negative attitudes about work. A foremost task of educators and scholars is to make leaders aware of trends in society and new insights into human nature. A first step is the establishment of local councils of education with community members. America competes with other nations, whether characterized by conventional industry or "high tech." Avoiding the waste of unskilled, unemployable young people lacking positive work attitudes requires the ability to match theories with practice. (CJH)

ED 271 891 EA 018 688

Smart, Don

Reagan Conservatism and Hawke Socialism: Whither the Differences in the Education Policies of the U.S. and Australian Federal Governments?

PUB DATE- 17 Apr 86

NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). For a related document, see EA 018 687.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Comparative Education; *Educational Change; *Educational Policy; Equal Facilities; *Federal Legislation; Federal Programs; *Financial Support; Foreign Countries; Futures (of Society); Governance; Government School Relationship; Policy Formation; *Politics of Education; Public Support

IDENTIFIERS- *Australia

The Hawke Labor government in Australia, elected in 1983, conforms to a well-defined international trend away from stong public support for education and welfare spending. This paper focuses on the education policies of the Hawke government and compares them with those of the previous Fraser government and with those of the Reagan administration in the United States. Two charts detail philosophical and financial differences and similarities among the three governments. The Hawke socialist government's similarities to conservative administrations are partly attributable to common constraints imposed by large federal deficits and the decade's conservative social climate. The Hawke government has pursued consensual and pragmatic strategies and has ignored party policy. Hawke has failed to halt the downward spiral in budget education allocation so that the position of public schools has deteriorated. Program initiatives have promoted educational access for some disadvantaged groups such as Aborigines. The government's legacy may be educational policies destined to increase inequalities in Australian society. The Hawke and Reagan governments contrast ideologically concerning the federal role. The Reagan administration's conservative philosophy emphasizes excellence and choice, whereas the Hawke socialist perspective focuses on equity issues. (CJH)

ED 271 937 EC 190 246

Cole, Christine L.; And Others
Self-Management Training of Mentally Retarded Adults with Chronic Conduct Difficulties. RT11.
Wisconsin Univ., Madison. Regional Rehabilitation Research and Training Center in Mental Retardation.
PUB DATE- 83
NOTE- 217p.; A part of the Series in Rehabilitation of the Developmentally Disabled: Issues, Research and Practices.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; *Aggression; Behavior Change; *Behavior Disorders; Behavior Problems; Emotional Disturbances; *Mild Mental Retardation; Moderate Mental Retardation; *Multiple Disabilities; *Productivity; *Self Evaluation (Individuals); Time on Task
IDENTIFIERS- *Self Management

Six mildly and moderately mentally retarded adults with chronic and severe emotional/behavioral problems participated in a study of the assumption that aggression and conduct disorders reflected self-managed coping skills deficits. The study was conducted in a vocational training workshop setting located in the Waisman Center on Mental Retardation and Human Development at the University of Wisconsin. Measures of four variables were obtained for each subject: disruptive verbal and physical behavior, on-task behavior, work productivity, and generalization of intervention effects. Self-management training featured instruction in self-monitoring, self-evaluation, self-consequation, and self-instruction. The six subjects were placed in three groups of two individuals each for treatment phases of the study. Results revealed that the treatment package had a statistically collateral increase in the percent of on-task behavior and in work productivity for two of the three groups. Visual inspection of data suggested little transfer of gains to an untreated setting. Implications for vocational rehabilitation practice are noted. Twenty-eight figures and a twenty-five-page reference list are provided. (CL)

ED 271 564 CE 044 655

Eadie, Douglas C.; Hammond, Joan A.
System Building in Chewable Bites: The Application of Strategic Issue Management in Employment and Training. Issue Paper No. 1.
National Association of Counties, Washington, DC.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Feb 86
NOTE- 23p.
GRANT- 99-5-1272-003-02
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employment Programs; Government Role; *Job Training; *Local Government; *Long Range Planning; Management Systems; Postsecondary Education; Systems Approach; *Systems Development
IDENTIFIERS- *Job Training Partnership Act 1982; Private Industry Councils; Strategic Issues Management; *Strategic Planning

County government has a large stake in the creation of employment and training systems at the local level to insure that Federal, state, and local dollars are spent effectively. The door to the creation of an employment and training system has been opened by the Job Training Partnership Act (JTPA) through the establishment of Private Industry Councils (PICs). These PICs should be given tools to carry out employment and training development through strategic planning. Of the various methods of strategic planning, Strategic Issue Management is the most likely to result in success. It allows for broad environmental scanning to identify strategic issues and detailed scanning and strategy formulation for each issue. By adding to this the requirement that strategic planning address issues that cut across organizational lines, county elected officials, working with their PICs, will be able to move into the realm of system building. County leadership is needed to move PICs in the direction of Strategic Issue Management. Careful attention should be given to having PICs plan their outcomes and to deciding who will be responsible for the various stages of the issue management process. To carry out this process, PICs should conduct an organizational inventory to determine what human resources exist within the community and carefully select the specific issues that they want to address. Issues must be understood in detail, specific change targets must be identified, and implementation plans must be put in place. Strategic Issue Management is a powerful tool to aid county government in the development of a local employment and training system. (KC)

ED 271 578 CE 044 675

Weir, Douglas
Current Issues and Concerns in Scottish Vocational Education Research and Development. Occasional Paper No. 118.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 86
NOTE- 28p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC118--$3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Development; *Educational Policy; *Educational Research; Foreign Countries; International Cooperation; *International Educational Exchange; Postsecondary Education; *Relevance (Education); Secondary Education; *Vocational Education
IDENTIFIERS- *Scotland

Scottish initiatives have been directed at improving the vocational relevance of education. Besides attempting to achieve balance in the curriculum between academic and vocational subjects, a new approach also has significant implications for methodology, involving experience-based and student-centered approaches. International developments impinge upon Scottish educational policy. First, the European governments have collaborated on a number of projects for transition from school to working and adult life. Second, governments have identified particular neighboring countries whose circumstances are similar and whose policies are worth imitating. The position of vocational education and training in Scotland today can be surveyed by referring to three particular client groups: full-time secondary students, young workers, and vocational students involved in further education. Among the strands presently apparent in Scottish vocational education research are development of computer-based career guidance systems, the sociology of vocational education and training, and collaborative research to develop better quality vocational education. The government is beginning to recognize that its traditional policy of gradualism is not sufficient to restore economic health and to keep up with changes in education and training. A model based on people's "ownership" of change is likely to move vocational education in a direction that benefits society. (YLB)

ED 271 721 CS 008 468

Stice, Carole F.; Dunn, Mary Bess

Learner Styles and Strategy Lessons: A Little Something for Everyone.

PUB DATE- Nov 85
NOTE- 23p.; Paper presented at the Annual Meeting of the Southeastern Regional Conference of the International Reading Association (Nashville, TN, November 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Style; Elementary Education; *Group Instruction; *Individualized Instruction; Individual Needs; Instructional Design; Learning Strategies; Models; *Reading Instruction; *Reading Strategies; *Teaching Methods

Although the current move away from sequential isolated skill and drill instruction in reading may be good, the growing concern to accommodate individual learner styles may lead to unnecessary complications if teachers attempt to adapt instruction to their more than 30 students each day. If an instructional program is rich enough, it will provide sufficient diversity to meet the needs of all learners, and comprehensive instructional models that allow for such diversity have been developed. Examples include the Reading Strategy Lessons, which are part of a student-centered, comprehension-based language arts manual being field tested by teachers in kindergarten through grade six. They include a variety of activities specifically targeted for the four different learner types described by D. Kolb in 1976; (1) diverger (the feeler/watcher)--reads a story with a variety of elements; (2) assimilator (the watcher/thinker)--breaks into groups and discusses each element; (3) converger (the thinker/doer)--writes stories; and (4) accommodator (the doer/feeler)--reads report to class. (Diagrams of Learner Styles/Learner Strategies and reading strategy lessons are included.) (LLZ)

ED 271 793 CS 505 261

Stoner, Mark
The Art of Learning, the Art of Teaching, and the Art of Rhetoric: A Modern Trivium.
PUB DATE- Apr 86
NOTE- 23p.; Paper presented at the Annual Meeting of the Central States Speech Association (Cincinnati, OH, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Educational Theories; Elementary Secondary Education; Higher Education; Learning Processes; *Models; *Rhetoric; *Teacher Role; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Brockriede (Wayne)

Using W. Brockriede's model of constructs, experience, and argument, this paper shows how teacher-student communication can be enhanced through the application of the principles of rhetoric. Following a brief introduction, the first part of the paper deals with the centrality of rhetoric to the education process, then discusses rhetoric as method. The second part of the paper examines Brockriede's model and explores its implications for teaching. The paper concludes that the rhetorical approach to teaching at all levels holds the promise of developing students who are not disaffected by the lack of relevance of the classroom experience, but who are involved with their learning because it is important to their lives. (FL)

ED 271 808 EA 018 233

Hall, Gene E.; And Others

District Office Personnel. Their Roles and Influence on School and Classroom Change: What We Don't Know.

Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 4 Apr 85
NOTE- 52p.; In: Symposium 56.11 of the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985); see EA 018 229.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Educational Change; Employment Practices; *High Schools; Performance Factors; Personnel Management; Research Needs; *School Districts; *School Personnel; *Work Attitudes
IDENTIFIERS- *School District Personnel

This report, part of a research series on roles of participants in high school change, focuses on activities of school district office personnel. Interview and observational data were gathered in nine states. Following a discussion of relevant literature, study findings are presented in five categories: description of regular jobs and roles of district office personnel, role of personnel in the change process, description of strategies used by personnel in charge, and perceptions of office personnel by others. A subsequent section reports on life in the district office. Findings are consistent with previous studies. Office personnel are involved in a wide range of activities, and there is little clarity on the part of teachers and others about the scope and purposes of these roles while district personnel themselves are often not able to clearly conceptualize their roles or even differentiate between line and staff positions. Further study is needed to derive trends about how such personnel are involved in change. The report concludes with two case study vignettes of district offices in action. Because of a lack of research information, ethnographic studies and development of standard role definitions are needed to define office personnel roles. Stereotypes of these roles that are held by the public and by teachers are not congruent with actual activities; differences in formal authority appear to be a critical factor in popular misconceptions. (CJH)

ED 271 836 EA 018 613

Levin, Henry M.; Rumberger, Russell W.
Educational Requirements for New Technologies: Visions, Possibilities, and Current Realities.
Stanford Univ., CA. Stanford Education Policy Inst.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
REPORT NO.- SEPI-86-2
PUB DATE- Feb 86
NOTE- 32p.
AVAILABLE FROM- Publication Sales, Stanford Education Policy Institute, CERAS Building 402S, Stanford University, Stanford, CA 94305 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Improvement; Educational Policy; Educational Trends; *Education Work Relationship; Elementary Secondary Education; Employment Projections; Evaluative Thinking; *Futures (of Society); *Labor Force Development; Microcomputers; Needs Assessment; Prediction; *Public Policy; Technological Advancement; *Technological Literacy

The debate over the nature of effects that new technologies will have on job skill requirements has consequences for public policy and education. Much of the controversy over how to prepare students for the workplace of the future arises because different questions are being addressed. This report examines the disparate visions and disagreements over current realities and trends, including, for example, the assumption that new technologies with heavy reliance on microcomputers will require an increasingly technical work force. These forecast disagreements suggest a lack of harmony with respect to a shared vision rather than flaws in the forecasts themselves. Policymakers must explore ways of altering current trends in order to pursue a course where technologies expand employment possibilities, raise skill requirements, and fully utilize education of the work force. Three types of public policies can assist this task. Increased research on possiblities and their consequences should be encouraged. Second, employers, unions, workers, and government agencies can be informed about these alternative possibilities and consequences. Third, education should assume a more proactive role, responding not only to needs of the work place with such goals as technological literacy but also assuming the power to shape them. Two tables and 41 references are appended. (CJH)

ED 271 849 EA 018 629

Showers, Beverly

Peer Coaching: A Strategy for Facilitating Transfer of Training. A CEPM R&D Report.

Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Secondary Education; Peer Evaluation; Peer Influence; *Peer Teaching; Teacher Response; *Teaching Methods; *Trainees; *Training Methods; *Transfer of Training

Research has shown that with thorough training, most teachers can acquire new skills and strategies to add to their instructional repertoires. However, the literature also identifies a frequent failure to transfer new knowledge to classroom practice among trainees. Building on previous research, the study reported here investigated the effects of peer coaching on the classroom application of new teaching techniques. A mixed design of group and subject comparisons was employed, sampling 21 teachers and 6 peer coaches in two school districts; student data were obtained from one class for each of the participating trainees. Data were gathered from observations, tests, teacher plans, and interviews. Major findings are as follows: (1) Peer coaches can be trained in a relatively brief period to provide follow-up training to other teachers. For peer coaches, continuing access to training and continuing work on content training are important factors. (2) Peer coaching increased the transfer of training rate for coached teachers compared to uncoached teachers. (3) Students of coached teachers performed better on a concept attainment measure than did students of uncoached teachers. Because the integration of strategies with curriculum is still the most difficult element of transfer, training should focus on "thinking" with new models. Design and implementation of effective training systems require determined leadership by administrators. A 38-page training manual, which includes a definition of coaching and examples of problems, is appended. A 36-item reference list is provided. (CJH)

ED 271 907 EC 190 215

Segal, Marilyn M.
An Interview Study with Mothers of Handicapped Children To Identify Both Positive and Negative Experiences That Influence Their Ability To Cope.
PUB DATE- Dec 85
NOTE- 13p.; Paper presented at the National Center for Infants Programs (4th, Washington, DC, December 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Coping; *Disabilities; *Emotional Adjustment; Infants; Interviews; Mothers; *Parent Attitudes; Parent Child Relationship; Social Support Groups; Young Children

A parent-support group (Family Center at Nova University, Florida) for parents of handicapped infants and toddlers allowed parents to share their feelings and concerns. Parents were interviewed regarding three aspects: how they felt upon initial diagnosis, sources of support, and types of experiences that have promoted and inhibited coping. Parent feelings upon diagnosis included mourning, anger, fear, depression, self-pity, and guilt. The greatest source of support mentioned was other mothers. Grandparents and spouses were seldom named. The hardest parts of having a handicapped child were identified, including uncertainties about diagnosis, others' insensitivity, and difficulties in telling other people about the child's problems. Staff ratings of parent-child interaction suggested that mothers with the most positive ratings had generally supportive spouses and relatives, good peer support, responsive babies, relatively stress-free families, and a professional acting as a case manager. Negative feelings associated with professionals were cited as well as instances of supportive professional interaction. (CL)

ED 271 679 CG 019 218

Portman, Sandy Kosub
Consultation Stressors and Stress Management.
PUB DATE- Apr 85
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Consultants; *Coping; *Psychologists; *Stress Management; *Stress Variables; *Work Attitudes

A high incidence of occupational stress has been demonstrated in the mental health and social service professions and appears to be a major factor contributing to low worker morale, absenteeism, high job turnover, and other indices of job stress. A study was conducted to examine the issue of occupational stress among psychological consultants. Consultants (N=132) from Division 13 of the American Psychological Association responded to a survey measuring characteristic practices, training backgrounds, and concerns of consulting psychologists. To assess consultation stressors and stress management, respondents were presented with a list of variables thought to contribute to consulting stress and were asked to rate the degree to which they found each variable stressful. Respondents were also asked to what extent they found consulting work stressful, how frequently they used each of a number of methods to alleviate stress, and to rate their overall success in coping with consulting-related stress. The results indicated that respondents found consulting to be only moderately stressful. The four variables receiving the highest ratings for contributing to consulting-related stress were: (1) uncertainty as to parameters of problems; (2) contractual uncertainties; (3) overload of information; and (4) marginality of consultant role. Consultants reported that they were quite successful in coping with consulting-related stress, with reading and listening to music being the two most frequently reported methods used to alleviate stress. (ABL)

ED 271 922 EC 190 230

Sigmon, Scott B.
The Orthopedically Disabled Child: Psychological Implications with an Individual Basis. July 1984 Revision.
PUB DATE- Jul 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adjustment (to Environment); Elementary Secondary Education; *Physical Disabilities; School Psychologists; Theories
IDENTIFIERS- *Adler (Alfred); *Lewin (Kurt)

This study describes the implications of the Individual Psychology of Alfred Adler and field theory associated with Kurt Lewin in understanding orthopedically disabled children and points out that orthopedically disabled youngsters have a remarkable range of individual differences both in type of disability as well as level of adjustment. Educational and social factors, including the need for ample space and adjustable and/or movable desks, are discussed from the perspective of a school psychologists. A 10-item list of references is appended. (CL)

ED 271 593 CE 044 696

School Nursing in Wisconsin: A Report of the Ad Hoc School Nursing Study Committee. Bulletin No. 6424.

Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 86
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; *Certification; *Delivery Systems; Elementary Secondary Education; Nursing Education; *School Health Services; *School Nurses; State Legislation
IDENTIFIERS- *Wisconsin

This report contains materials developed by a committee appointed to review school nursing in Wisconsin; to make recommendations directed at the future mission, objectives, and functions of school nursing; and to address the relationship of school nursing certification to these recommendations. Recommendations made to the Wisconsin Department of Public Instruction address certification standards for the practice of nursing in the school setting and the structure of health services, as well as needed legislation and appropriation of resources. An overview is provided of the needs in school health. Statements of the mission of school health and the objectives and functions of school nursing follow. An overview provides a general outline of the issues that need to be addressed in a plan to meet basic school health service needs and exemplary school health services. An outline is also presented of services needed to meet the health needs of school-age children and youth. Appendixes, amounting to approximately one-half of the report, include an outline of school health issues in Wisconsin, statutory references and certification requirements relating to school nursing, and Federal regulations relating to school health services. (YLB)

ED 271 607 CE 044 719

Popular Education in Brazil. A Report on the LASG/WEA 1985 Study Visit to Brazil.

Workers Educational Association, Sunderland (England). Northern District.

PUB DATE- 85

NOTE- 74p.; Prepared jointly by the Latin American Study Group and Workers Educational Association, Northern District. For a related document, see CE 044 718.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Education; *Community Education; Females; Foreign Countries; International Cooperation; *Labor Education; *Occupational Safety and Health; Safety Education; Unions; *Womens Education; Work Environment

IDENTIFIERS- *Brazil; *Popular Education

The 11 "themes" in this report describe the three-week study visit of 11 adult education workers from Northern England to Brazil. The report describes contacts with Brazilian colleagues in workers' and popular education and in related support services and trade and popular organizations they serve. "Organization of the Visit" (Victor Cadaxa) provides an overview. "Brazil 1985" (Derek Bodell, Victor Cadaxa) discusses the economy, the society, and the "new republic." The next three themes describe the three cities visited: "Sao Paulo" (Janet Hannah), "Recife" (Alison Harker), and "Rio de Janeiro" (Ilona Buchroth). Other sections of the report include "Trade Unions and Education" (Jeff Bridgford), "Community Education in Brazil" and "Community Organisations" (Dick Ellison), "Women in Popular Movements and Trade Unions" (Mary Lewis, Clare Brown), "Health and Safety at Work in Brazil" (Peter Williams), "The Church and Liberation Theologv" (Alison Harker, Clare Brown), and "The Brazilian Miracle" (Geordie Murray). A summary of the visit and organizations visited is appended. (YLB)

ED 271 622 CE 044 736

Sugai, George; And Others
Curriculum for Exceptional Individuals. Teacher Training Module #6. Correctional/Special Education Training Project.
Eastern Kentucky Univ., Richmond. Dept. of Correctional Services.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 86
NOTE- 100p.; For related documents, see CE 044 730-738.
GRANT- G008303696
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; Adult Education; Career Education; Competency Based Education; *Correctional Education; *Curriculum Development; Daily Living Skills; *Disabilities; English Curriculum; Evaluation Criteria; Mathematics Curriculum; Postsecondary Education; *Prisoners; Program Implementation; Reading Programs; *Special Education; *Teacher Education; Vocational Education; Young Adults
IDENTIFIERS- *Direct Interventionist Approach

This module, which is one in a series of training packages intended to train educators working with handicapped adolescents and young adults in correctional settings, deals with developing a curriculum for providing the direct interventionist approach to instruction; assessment and evaluation; factors influencing curriculum decisions, curriculum management; and considerations in developing reading, mathematics, communication and language, career and vocational, and functional living skills curricula. The module includes instructional design specifications (module title, competency statement, rationale statement, prerequisites); module objectives; evaluation procedures and criteria, learning activities and alternatives; a content outline; references; handouts; overhead transparency masters; and a training evaluation form. (MN)

ED 271 636 CG 019 172

Sexually Transmitted Diseases: A Selective, Annotated Bibliography.
Planned Parenthood Federation of America, Inc., New York, NY. Education Dept.
PUB DATE- Jan 83
NOTE- 21p.
AVAILABLE FROM- Education Dept., Planned Parenthood Federation of America, Inc., 810 Seventh Avenue, New York, NY 10019.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130) Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Annotated Bibliographies; Children; Homosexuality; Pregnancy; *Sex Education; *Sexuality; *Venereal Diseases; Young Adults
IDENTIFIERS- *Sexually Transmitted Diseases

This document contains a reference sheet and an annotated bibliography concerned with sexually transmitted diseases (STD). The reference sheet provides a brief, accurate overview of STDs which includes both statistical and background information. The bibliography contains 83 entries, listed alphabetically, that deal with STDs. Books and articles cited in the bibliography discuss various STDs, including venereal diseases, herpes, reproductive tract infections, dermatologic conditions, Chlamydia trachomatis, vaginitis, and gonorrhea. Other articles listed contain statistical information and fact sheets on STDs; teaching guides; views on sexuality education; family planning and human sexuality information; and resources for adolescents, young adults, educators, and physicians. Articles dealing with diagnostic techniques, new methods of diagnosis and treatment, and drug reactions are also included, as are entries on STDs and homosexuality, STDs and pregnancy, and STDs in children and adolescents. A list of 13 brochures and pamphlets on STDs is included, complete with addresses for the organizations which produced the materials. Ten audiovisuals on STDs are briefly described and addresses are given for the seven organizations which distribute them. (NB)

ED 271 651 CG 019 190

Psychology. New York State.
New York State Education Dept., Albany. Cultural Education Center.

PUB DATE- Nov 85
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reference Materials - General (130)
DESCRIPTORS- *Certification; Laws; *Professional Occupations; *Psychologists; *Standards; *State Legislation; *State Licensing Boards
IDENTIFIERS- *New York

This document is a reference guide to the laws, rules, and regulations of the State Education Department that govern the profession of psychology in the state of New York. The requirements and procedures for obtaining licensure and first registration as a psychologist are also highlighted. General regulations for the licensed professions as well as those specific to psychologists are discussed. The following topics are included: (1) professional regulation in New York State; (2) education law including state management, professional misconduct and unauthorized acts; (3) education law specifically for psychology; (4) regulations of the commissioner of education pertaining to psychology; (5) rules for disciplinary proceedings in the profession; (6) professional licensing regulations; (7) regulations for determination of good moral character in the professions; (8) regulations governing unprofessional conduct; (9) insurance legislation; and (10) civil practices and rules for psychologists. (ABL)

Erickson, Bonnie H.; Nosanchuk, T. A.
Bridging the Gap: Contact and Stereotyping.
PUB DATE- Jun 86
NOTE- 44p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Discrimination; *Ethnic Stereotypes; Foreign Countries; *Interpersonal Relationship; Recreational Programs; *Recreationists; Role Perception; *Sex Stereotypes
IDENTIFIERS- Bridge Players; Canada

According to sociological conventional wisdom, contact of the right kind in the right setting reduces stereotyping. Some research supports this hypothesis, some does not, and most can be challenged because the hypothesis conditions were not clearly met. This study attempted to meet the necessary conditions by using an unusually suitable setting, as well as refined measures of contact and of age, gender, and ethnic stereotyping. Interviews were conducted of 542 bridge players at the Ottawa-Hull branch of the American Contract Bridge League. Measures of contact were well indicated by the number of fellow players with whom a player was acquainted. Dimensions of age, gender, and ethnic stereotyping consisted of a set of semantic differentials. Respondents rated: (1) women as bridge players, men as bridge players, and women in general; (2) older people as bridge players, younger people as bridge players, and older people in general; (3) French Canadians as bridge players and as people in general. All measures were self-reports except for one measure of skill. The results failed to support the hypothesis that contact reduces stereotyping. Neither the frequency and duration of activity nor the proportion of group members in weak and in strong ties reduced stereotyped perceptions. The findings suggest that involvement in the core of the subculture actually increases stereotyping in that core players were more willing than periphery players to give ratings for little-known groups and to give extreme ratings for well-known groups. Greater subcultural involvement, experience, and communication only seemed to give greater confidence in applying general stereotypes to the specific setting. (NB)

ED 271 694 CG 019 233

Hopkins, David M.
Changing Career Values: Professional Employees in the 1980's.
College Placement Council, Bethlehem, Pa.
REPORT NO.- ISBN-0-914885-10-3
PUB DATE- 86
NOTE- 156p.; For related document, see CG 019 232.
AVAILABLE FROM- College Placement Council, 62 Highland Avenue, Bethlehem, PA 18017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Career Planning; College Graduates; *Employee Attitudes; Followup Studies; Higher Education; National Surveys; *Professional Personnel; Trend Analysis; *Values; *Work Attitudes

This report summarizes the findings from the first follow-up study to a 1982 national study of nearly 2,000 graduating college seniors from 50 four-year institutions regarding their work-related attitudes, interests, expectations, perceptions, and values. The follow-up study presented here was conducted approximately 18 months after the first study to document and analyze how and why respondents' career values, attitudes, preferences, and expectations changed. It is noted that over 900 of the original respondents participated in this follow-up study, and that respondents had progressed from college students to full-time wage earners. Introductory sections describe the methodology used and present a review of the literature. The follow-up study results are presented in nine chapters: (1) job search and career planning; (2) perceived determinants of career success; (3) preferred job attributes; (4) work ethic attitudes; (5) performance appraisal and compensation; (6) tradeoffs; (7) values regarding organizational practices; (8) organizational loyalty; and (9) concluding comments. Each chapter presents hypotheses and both overall and subgroup (personal, institutional, job-related) results. Data tables are included throughout the text. Appendices include: comparative demographics from the two surveys; percentage of responses from the graduates of each of the 50 institutions; and initial and follow-up survey instruments. (NB)

ED 271 708 CG 019 247

Perch, Karen L.
The Financial Counseling Process: Help for the Family Counselor.
PUB DATE- May 86
NOTE- 20p.; Paper presented at the National Symposium on Building Family Strengths (Lincoln, NE, May 14-16, 1986). For related document, see CG 019 248. Figures contain small type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Client Characteristics (Human Services); Counseling Services; *Counseling Techniques; *Counselor Role; *Family Counseling; *Financial Problems; *Money Management; Problem Solving

There is substantial evidence that problems with family and other interpersonal relationships are often associated with financial stress. A counselor is likely to see clients whose financial difficulties are caused by, or associated with, one or more of four major types of problems: (1) lack of skills; (2) circumstances in the client's macro- or micro-environment over which he has little control; (3) problematic styles of interacting with others; and (4) disparate personal scripts. Although the counselor cannot always determine that a particular kind of problem exists, consideration of these major problem types is useful in determining possible courses of action. After diagnosing the problem, the counselor and client can work together to establish agreed-upon goals and can generate alternatives by brainstorming or by using the nominal group process. A plan of action can then be developed, implemented, and evaluated. Successful financial counseling involves completion of the counseling process, from diagnosis through evaluation, which will maximize the likelihood of resolving a client's present financial problems and minimize future difficulties, while providing both the client and the counselor with feedback about the proposed solutions and about the counseling process. (NB)

ED 271 722 CS 008 475

Castilleja, Janet
The Problem with Literacy.
PUB DATE- 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Background; *Cultural Influences; Educational Needs; Educational Practices; Elementary Secondary Education; *Literacy; *Literacy Education; *Minority Groups; *Outcomes of Education; Reading Research

Statistics appear to indicate an overwhelming rate of illiteracy around the world, and yet most children (between 70% and 80% in the United States) do learn to read. It is difficult to reconcile the evidence of widespread failure of reading programs with the knowledge that learning to read can actually be quite easy, given the proper circumstances. One of the problems lies in the presumption that the American way of life (white, middle-class, educated) is the best way and that it should be emulated. This is not to deny that literacy is essential to full participation in American life, but perhaps literacy should not be perceived and taught in only one way. One of the two major, conflicting viewpoints on the causes of school failure among minority groups is language variation, but there is little convincing evidence that dialect use alone is sufficient to cause school failure. The other viewpoint posits social factors as the cause of academic failure, the most critical of which is the perception that one must surrender one's cultural identity for success in American schools. Most minority children will not make this choice, but rather opt to identify with their culture. In most cases this means giving up the possibility of material success. If, in this society, illiteracy means forfeiting food and shelter, a safe place to raise children, and at least a minimum of freedom to pursue life as a person sees fit, then illiteracy is not acceptable. But neither is it acceptable to be forced to give up one's culture and language in order to achieve literacy. (HTH)

ED 271 736 CS 008 508

Wilhite, Stephen C.
Multiple-Choice Test Performance: Effects of Headings, Questions, Motivation, and Type of Retention Test Question.
PUB DATE- Apr 86
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). Funding for this research provided by a faculty research grant from Widener University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Motivation; *Multiple Choice Tests; Questioning Techniques; *Reading Research; *Reading Strategies; Test Format; *Test Theory; Test Wiseness
IDENTIFIERS- *Adjunct Questions; *Headings

A study examined the effect of headings and adjunct questions embedded in an expository test on the delayed multiple-choice test performance of 88 undergraduate students enrolled in psychology courses. The subject of the passage read by the students was the settling of Anglo America; the subheadings in the passage listed names of major subtopics serving to identify part-to-whole relationships within the passage. Subjects also completed an 18-question multiple-choice retention test that contained two explicit text-based questions for each of the major sections of the passage. The results indicated no specific facilitative effect of heading on the answering of multiple-choice questions about the information contained in the individual text segments preceded by the heading. In fact, in the case of detail retention test items, the inclusion of a heading for a text segment that was also followed by a question resulted in significantly poorer performance for some of the students. The results suggest that the appearance of any headings in the text may simply induce in subjects a strategy of trying to organize and interrelate the concepts in the text, and this strategy may then be applied to all sections of the passage regardless of whether they are preceded by a heading. (SRT)

ED 271 779 CS 209 933

Morah, Tanya M.
Times Out of Joint: The Life and Death of "The Brownies' Book."

PUB DATE- Aug 86
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Black Achievement; Black Businesses; Black Culture; *Black History; Black Influences; Black Leadership; *Black Youth; *Journalism; Mass Media Effects; *Media Research; *Periodicals; Reading Materials
IDENTIFIERS- *Brownies Book; Journalism History

A study examined whether the authors of "The Brownies' Book," a magazine published in 1920-1921 for black children, achieved the seven goals they had set for themselves and whether the economic conditions of that period had an effect on the failure of the magazine. An analysis of the issues of the magazine reveals that the editors did achieve their goals, which were making black children (1) aware that being black was a natural condition; (2) familiar with the history and achievements of their race; (3) aware of the fact that other blacks had grown into intelligent, respected adults; (4) conscious of having a code of honor and action in their relations with white children; (5) fond of their own homes and companions; (6) receptive to the worthwhile activities in life; and (7) inspired to prepare for definite occupations. Because the United States was suffering from a post World War I economic depression, the publication was not financially successful, and although the magazine had many positive effects on black children, it ceased publication after 1921. (DF)

ED 271 794 CS 505 293

Fadely, Dean
Current Practice in Relation to the Past: The Mirror State Counterplan.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Houston, TX, April 3-7, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Competition; *Debate; Federal Legislation; Higher Education; Judges; *Persuasive Discourse; Public Speaking; Speech Skills; State Legislation
IDENTIFIERS- *Mirror State Counterplan
The mirror state counterplan is a straightforward form of negative refutation used in debate in which the negative team proposes that each state enact a miniature version of the affirmative plan that was to be adopted on the federal level. For example, the 1981-82 national debate proposition resolved that the federal government should significantly curtail the powers of labor unions in the United States. A mirror state counterplan would call for the states to significantly curtail the powers of labor unions within their borders. Negative teams can use the mirror state counterplan and still fulfill the general requirements that negative counterproposals must meet: nontopicality, mutual exclusivity, and superiority. A mirror state counterplan can also fulfill the particular requisites inherent in the specific type of policy option. Recent criticism of the mirror state counterplan by Dempsey and Hartmann argues that fiat power is unrealistic because all fifty states would not adopt a law on their own and if they did, the laws would not be uniform. This confuses "would" with "should": fiat power lies within the realm of physical possibility and is limited to the "scope of could." Furthermore, laws need not be uniform, but solvent and effective. Dempsey and Hartmann assume that mirror state counterplan laws would not be solvent because they are not identical. Their criticism of the mirror state counterplan rests on these interrelated misconceptions about the nature of fiat power. The mirror state counterplan is an old but valid form of negative refutation. (SRT)

ED 271 823 EA 018 593

Spillane, Robert R.
An Agenda to Improve Teacher Quality.

PUB DATE- Jun 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)
DESCRIPTORS- *Educational Improvement; *Educational Quality; Elementary Secondary Education; Master Teachers; Professional Development; Professional Recognition; School Districts; Teacher Education; Teacher Effectiveness; *Teacher Improvement; *Teacher Role
IDENTIFIERS- *Professionalism

Efforts to improve educational quality are hampered by shortages of qualified teachers. These shortages are related to several factors, including misassignment of teachers, inadequate teacher education, lack of clarity about educational priorities, insufficient rewards, and low levels of collegial support aimed at improving practice. Educational quality is also held down by misdirected administrative priorities and poor systems for curriculum development. Steps to encourage the professionalization of teaching will enhance educational quality if these steps involve granting teachers greater responsibility for their profession. Measures to increase teacher professionalism include reducing the number of education courses education majors are required to take and increasing the number of courses required in subject areas to be taught; increasing inservice pedagogical training; assigning master teachers to plan and conduct staff development; revising teacher pay scales to reward professional development; reducing the principal's managerial role and increasing the instructional leadership role; and placing curriculum development in the hands of skilled teachers. State agencies must be involved in developing comprehensive programs to improve quality, but local efforts can encourage the process. (PGD)

ED 271 864 EA 018 653

Brown, Frank; Hunter, Richard C.
A Model of Instructional Leadership for School Superintendents.
PUB DATE- Apr 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Educational Administration; Educational Environment; *Educational Imprcvement; Educational Strategies; Elementary Secondary Education; Instructional Improvement; Leadership Styles; Management Development; Organizational Development; *Organizational Theories; School Effectiveness; *Staff Development; *Superintendents

This report focuses on the instructional leadership role of the school superintendent and recommends an operational model superintendents should follow to produce an effective academic environment for elementary and secondary students. Americans' concern about quality of education can be addressed by informative study of successful management of large corporations. Literature on improved teaching, effective schools, and school management is also useful. The study presents recommendations for staff recruitment and training and for face-to-face interactions among superintendents, principals, and teachers. The superintendent's operational model is enhanced by control of the educational management team. Expectations about change should be tempered by the fact that public schools differ from private organizations. A corporation's chief executive officer is virtually a permanent fixture whereas the typical superintendent has a three-year contract period in which to show success for long-range plans. School are governed by public laws and procedures in contrast to the absence of such requirements in the private sector. Schools using the proposed management model, however, reveal superior results over time. A program developed for schools at Richmond, Virginia, embodies many of the report's recommendations. Twenty-seven references are included. (CJH)

ED 271 878 EA 018 668

Handbook on Requirements for Elementary and Secondary Schools in Education Law, Rules of the Board of Regents, and Regulations of the Commissioner of Education.

New York State Education Dept., Albany. Office of Elementary, Secondary, and Continuing Education.

PUB DATE- 86

NOTE- 246p.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Attendance; Educational Facilities; *Educational Legislation; *Educational Policy; Elementary Secondary Education; *Governing Boards; Graduation Requirements; *School Law; School Schedules; State Boards of Education; Teacher Qualifications; Trustees

IDENTIFIERS- *New York

This handbook provides New York State school administrators with information on state education law and regulations concerning elementary and secondary education. Section 1 of the handbook includes policies, guidelines, and procedures for specific subsections of the commissioner of education's Regulations. Regulations have the force and effect of law, whereas policy statements indicate the bases by which the Education Department carries out the intent of the regulations. Section 2 updates what is required by the laws of the State of New York, rules of the Board of Regents, and regulations of the commissioner of education added to the original regulations. The descriptions of requirements in this section are paraphrased and do not repeat the official wording of the statutes, rules, and regulations. References cited within each subsection provide complete statements. This digest of minimum state requirements indicates what schools and districts must do. Appendix A contains guidelines to assist public school officials to determine the equivalency of nonpublic school programs in their districts and to provide nonpublic school authorities with an understanding of what is required. Appendix B contains the complete text of the commissioner's regulations that deal with elementary and secondary education. (MLF)

ED 271 892 EA 018 689

Dick, Walter
An Analysis of a Sample of the Learner Verification and Revision Reports Submitted to the Florida Department of Education in 1985-86.
PUB DATE- Apr 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Improvement; Educational Policy; Elementary Secondary Education; Evaluation Methods; *Publishing Industry; State Legislation; Student Needs; *Student Reaction; *Textbook Evaluation; *Textbook Publication
IDENTIFIERS- *Florida

This study examines a sample of reports submitted by publishers to the Florida Department of Education for school textbook revisions to be adopted during 1985-86. The study determines (1) state Learner Verification and Revision (LVR) procedures used by publishers, (2) problems reflected in the reports, and (3) recommendations on the conduct and reporting of the LVR process. A sample of LVR reports submitted was examined for compliance with state guidelines requiring publishers to test materials with students before and after publication. Data analysis led to the following results: (1) reports made little use of goal statements with objectives and test items, (2) most data were collected from teachers' observations of students in classrooms, and (3) reports had minimized discussion of student testing or other direct measures of text effectiveness. Student performance is, therefore, not the driving force for textbook revision. Recommendations are as follows: (1) publishers should include data collected directly from students, (2) publishers should indicate the link between data collected and revisions to be made, and (3) training workshops for publishers should be provided by the department of education. If publishers do not adopt the recommendations, they should be required to provide proof that each text is effective with learners. (CJH)

ED 271 923 EC 190 231

Buksar, Alma; And Others
ADAPT: A Developmental Activity Program for Teachers.
Allegheny Intermediate Unit, Pittsburgh, Pa.
PUB DATE- 84
NOTE- 279p.
AVAILABLE FROM- Allegheny Intermediate Unit, 200 Commerce Ct., Pittsburgh, PA 15219 ($20.00).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Techniques; *Curriculum Development; *Disabilities; Elementary Secondary Education; *Evaluation Methods; *Faculty Development; Grades (Scholastic); *Student Evaluation; Test Construction

This manual was developed for use by personnel responsible for staff development in adapting curricula and improving instruction. It enables the trainer to help content area teachers accommodate a variety of students with different learning styles and capabilities. The model presented provides a process for assessing needs of students, adapting textbooks and materials, establishing classroom management procedures, and modifying tests and grading practices. The manual contains four training modules that address the areas of assessment, instruction, management, and evaluation. Each module includes a content analysis for the trainer, trainer directions and notes, activity ideas, and transparencies. The assessment module provides a process for identifying the learning styles of students in relation to the teaching styles of instructors. The instruction module provides strategies for adapting textbooks, materials, and curricula. The management module addresses classroom organization and behavior management problems. Finally, the evaluation module contains ideas for adapting tests and modifying grading procedures. A summary module allows participants to apply the adaptive model. (CL)

ED 271 938 EC 190 247

Wasserman, Barry L.
Incomplete Pictures and Retarded Children's Oral Prose Learning. Working Paper No. 268.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 79
NOTE- 78p.; Master's Thesis, University of Wisconsin-Madison. Report from the Project on Studies in Language: Reading and Communication.
GRANT- OB-NIE-G-78-0217
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Elementary Education; *Imagery; *Mild Mental Retardation; *Oral Reading; *Pictorial Stimuli; *Recall (Psychology)
IDENTIFIERS- *Prose Learning

In a study of the use and potential of incomplete pictures for enhancing recall of orally presented prose passages, 72 educable mentally retarded (EMR) students, half reading at or above a third-grade level and half below, were randomly assigned in equal numbers to one of four conditions: control, imagery, and two incomplete-picture variations. No significant differences in story recall were observed among experimental conditions. The lack of an imagery effect replicates the results of a previous study using similar Ss. A significant correlation between mental age and performance was detected in the imagery condition. A five-page list of references is offered. The two appendixes consist of the following: (1) stories and recall questions presented to EMR subjects; and (2) instructions to EMR subjects in each of the four groups. (CL)

ED 271 550   CE 044 605

Geroy, Gary D.
Education for Work: An Integration of Vocational Education and Employer Sponsored Training in Minnesota. Project Number Thirteen.
Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
PUB DATE- Jun 86
NOTE- 159p.; A project of the Training and Development Research Center. An approved Ed.D. thesis topic, University of Minnesota.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Planning; Economic Development; *Educational Needs; *Educational Philosophy; Educational Policy; *Education Work Relationship; *Futures (of Society); Industrial Education; Institutional Cooperation; Job Training; On the Job Training; Postsecondary Education; *School Business Relationship; Secondary Education; State Programs; *Vocational Education
IDENTIFIERS- Minnesota

The study described in this document was conducted to identify the development and implementation issues surrounding the concept of integrating employer-specific education-for-work capabilities into Minnesota vocational education. The methodology of the study was as follows: (1) establish a small stakeholder group that represents constituencies with a stake in the research outcome (vocational education administrators, higher education officials, and business and industry representatives); (2) in collaboration with this group, identify profile-specific individuals to be interviewed and conduct interviews; and (3) interpret and analyze data. Issues identified through the study include the following: fiscal resources and management; program service profile and capabilities; supporting organizations and administrative structures; professional development, qualifications, and selection; evaluation of program and professional activities; the vocational education program role in larger economic strategies; and equity and access considerations. These issues were considered by the individuals contacted; their comments and reactions are profiled in the numerous tables in this document. The study concluded that more research and evaluation of programs and philosophies will be necessary to help the United States move into the role of a post-industrial society. References, figures, and an extensive number of tables are included. The appendixes provide information on the role of stakeholders as well as interview questions and materials for the stakeholders. (KC)

ED 271 565 CE 044 656

Sklar, Morton H.
Making Effective Youth Programming Choices under JTPA. Issue Paper
No. 3.
National Association of Counties, Washington, DC.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Mar 86
NOTE- 25p.
GRANT- 99-5-1272-003-02
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Demonstration Programs; Education Work Relationship; *Employment Programs; *Federal Programs; High School Equivalency Programs; Institutional Cooperation; *Job Training; Models; Postsecondary Education; *Program Effectiveness; Program Improvement; School Business Relationship; Youth Employment; *Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982

The Job Training Partnership Act (JTPA) mandates that service delivery areas shall expend 40 percent of Title IIA funds on training and employment programs for youth. To ensure quality programs, a substantial portion of resources should be targeted to the most seriously at-risk youth. The most effective youth programs take a comprehensive approach to dealing with youth. Instead of seeking single, one-dimensional solutions, they provide a continuum of services aimed at addressing a broad range of employment-related needs. What works best is an approach that seeks to integrate a broad range of training elements, including basic education, job skill training, work experience, and pre-employment orientation. The approaches that seem to work best and are consistent with the lessons of experience are the following: (1) stress academic remediation; (2) opt for quality, comprehensive training; (3) concentrate on at-risk youth; (4) use a competency-based framework; and (5) seek a coordinated, collaborative working arrangement. However, producing better trained, job-ready youth is not simply a matter of offering more effective training programs. A coordinated effort is needed among the educational community, the business sector, local government, and community groups. Such cooperation is crucial to produce and maintain effective training initiatives. A brief resource list is provided. (KC)

ED 271 579 CE 044 677

Ohio Continuing Higher Education Association Summer Conference. Proceedings (Mount Sterling, Ohio, July 23-25, 1986).

Ohio Continuing Higher Education Association.

PUB DATE- Jul 86
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Colleges; *Continuing Education; Credits; Educational Innovation; Experiential Learning; Faculty Development; Higher Education; Job Search Methods; Job Training; Management Development; *Nontraditional Education; Older Adults; Part Time Faculty; *Program Development; Public Administration; Public Administration Education; Resource Allocation; *School Business Relationship; Technology Transfer; Two Year Colleges; Unemployment; *Weekend Programs

Eleven presentations are provided from the summer conference of the Ohio Continuing Higher Education Association (OCHEA). A letter from the president of OCHEA, John R. Loch, appears first. These presentations follow: "Colleges and Corporations: Partners in Continuing Education" (Donna Bovard, Martha Silling); "Weekend Colleges: Serving Adults Innovatively" (Barbara Hanniford, et al.); "So You Thought You Wanted to Develop a Program for Prior Learning Credit?" (Dennis R. Parks, et al.); "Serving a Neglected Population: Continuing Education for University Support Staffs" (Gay B. Hadley, Jan P. Eriksen); "New Options for Older Workers: A Successful Model Program" (Pauline Russell, et al.); "More Efficient Municipal/County Administration through a Series of Management Courses" (Leon H. Albert); "The Role of the Ohio Humanities Council in Continuing Education" (Charles C. Cole, Jr.);

"Technology Transfer and the Two-Year College" (Charles Alter); "Revenue Allocation for Revenue Generated from Training Programs and Workshops" (David Ballinger, et al.); "Tips from OCHEA: Tested Ideas, Procedures, and Services" (Ferris F. Anthony, John R. Loch); and "Increasing Parttime Faculty Effectiveness through Your Faculty Development Program" (Roseann Parks, Linda Dixon). (YLB)

ED 271 750 CS 209 803

Tan, Che-wei Zoe
Ferment in the Field Revisited: Its Basis and Future.
PUB DATE- Aug 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Conflict; Mass Media; Media Research; Methods Research; *Qualitative Research; *Research Methodology; *Research Problems; Statistical Analysis
IDENTIFIERS- Critical Analysis; Descriptive Research

The dichotomy between the "critical" schools of thought and research practice and the more dominant "empirical" school in the field of communication creates a ferment similar to that described by G. Gerbner in 1983 concerning academic problems in mass communication because of different research perspectives. When addressing the question of whether the differences between these two perspectives are legitimately drawn, drawbacks of both schools become apparent. Both sides tend to deal insufficiently with the specific structural relations of the relevant institutions involved in a particular research problem. Both critical researchers, who ignore empirical information, and noncritical researchers, who settle for what they can get instead of determining the best way to get the desired answers, misperceive the true nature of good research--it need not be empirical or avoid criticism. Both schools can potentially make contributions to the body of research on the effects of the media and the limits of these effects. This polarization represents an opportunity for the field in that critical research redefines old research questions and opens up new areas of inquiry, while noncritical research accepts the critique of the source-receiver model and takes more interest in participatory communication. This polarization is also a challenge because both approaches have their disadvantages and the two schools have not agreed to disagree. Epistemology polarizes the two sides as they disagree about what constitutes an adequate account of social and political phenomena. Although the two sides need not reconcile their beliefs about the structure and function of mass communication, ontological reconciliation as to how they have come to know what they know might be possible.(SRT)

ED 271 764 CS 209 877

Henry, Susan

"Journalistic Comrade": Eliza Otis and the Beginnings of a Newspaper Dynasty.

PUB DATE- Aug 86
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Family History; *Females; Financial Problems; *Journalism; *Newspapers; Responsibility; Social History; *Social Influences; *Spouses
IDENTIFIERS- Journalism History; Los Angeles Times; *Newspaper Dynasties; *Otis (Eliza)

Arguing that American newspaper dynasties seldom have been studied in terms of the families that founded and maintained them, this paper examines the family origins of the powerful Otis/Chandler Los Angeles "Times" dynasty. It focuses on the growing newspaper involvement of Eliza Otis (wife of Harrison Gray Otis), beginning in the mid-1870s when she began working at her husband's Santa Barbara "Press." The paper explains that as a true partner to her husband, Eliza Otis took control of the "Press" while he was away, wrote extensively for both the "Press" and the "Times" (which she joined, with her husband, in 1882), and was a "Times" editor, columnist, and editorial writer for more than two decades. The paper also examines the personal, practical, societal, and journalistic circumstances that apparently most encouraged her work, and the importance of her extensive newspaper involvement to the dynasty Eliza Otis and her husband began. The paper concludes with suggestions on emphases and sources likely to be most useful in the study of other newspaper dynasties. (Author/HOD)

ED 271 809 EA 018 494

Jefferson, Anne L.
The Manitoba Property Tax Credit Plan: Did It Achieve Its Intent?
PUB DATE- Mar 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Financial Policy; Foreign Countries; Government School Relationship; *Property Taxes; *School Taxes; *Tax Credits
IDENTIFIERS- *Manitoba

This study examines repercussions of the incentive nature of the Manitoba property tax credit plan in relation to local school systems' taxation practices during 1978 to 1981. Data from municipalities and province school systems were obtained from the Manitoba departments of education and municipal affairs. Investigation was carried out in five stages: theoretical determination of the net local property taxation requirement under varying values of tax credit, determination of actual property taxation requirements associated with respective value of the provincial property tax credit, determination of the net property taxation requirement by subtraction of the tax credit received by the municipality from gross or total property tax requirements, reorganization of data with school regions to determine whether increased expenditures were incurred in the form of municipal or school expenditures, and examination of increased school expenditures to determine whether increase was caused by implementation of the property tax credit. The major finding is that school systems, whose taxes were being relieved, increased their demands for funds from local taxpayers in excess, capitalizing on the situation created by the tax credit plan. This unintended effect suggests that policymakers and interest groups should more carefully consider potential effects of such plans. Two tables of data are included. (CJH)

ED 271 837 EA 018 614

Catterall, James S.
On the Social Costs of Dropping Out of School.
Stanford Univ., CA. Stanford Education Policy Inst.
REPORT NO.- SEPI-86-3
PUB DATE- Dec 85
NOTE- 30p.
AVAILABLE FROM- Publication Sales, Stanford Education Policy Institute, CERAS Building 402S, Stanford University, Stanford, CA 94305 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *Cost Effectiveness; *Dropout Research; Economic Opportunities; Educational Change; Employed Women; *Employment Projections; Expenditure per Student; *Futures (of Society); Human Resources; Labor Market; *Labor Utilization; Prediction; School Community Relationship; *School Holding Power; Secondary Education; Social Indicators

This paper updates available evidence on the costs to society associated with noncompletion of school by substantial numbers of American youth. The only comparable treatment of this topic was published in 1972 by Henry M. Levin. The findings of this earlier study are recast to account for current earnings projections and price levels, and for current patterns of dropping out both nationally and in urban centers. The analysis includes women in the labor force. Several important qualifications regarding the cost perspectives chosen are discussed, and their possibilities for cost assessments are explored. A conclusion of this analysis is that a conservative appraisal of costs of dropping out yields estimates far in excess of the resources devoted to dropout prevention. A discussion of why this imbalance persists is presented, focusing on inadequate action by schools and communities and lack of consensus on the issue. Four tables and 14 endnotes are appended. (CJH)

ED 271 850 EA 018 630

Challenge '84: State and Local Initiatives for School Reform (Eugene, Oregon, July 26-27, 1984). Conference Report.

Northwest Regional Educational Lab., Portland, Oreg.; Oregon State Dept. of Education, Salem.; Oregon Univ., Eugene. Center for Educational Policy and Management.

PUB DATE- Jul 84
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cooperative Planning; *Curriculum Development; Educational Administration; Educational Change; Educational Responsibility; *Elementary School Curriculum; Elementary Secondary Education; Evaluation Criteria; *Evaluation Needs; School Community Relationship; *Secondary School Curriculum; *State Curriculum Guides; State Departments of Education; State Programs; *State School District Relationship
IDENTIFIERS- *Oregon Action Plan for Excellence

This document contains summaries of 12 presentations given at a conference held in reponse to the comprehensive Oregon school improvement plan entitled "Oregon Action Plan for Excellence." The plan provides a framework for improving public schools in the areas of graduation requirements, academic expectations and assessment, teacher and administrator effectiveness, school standardization, technology, and state and local policy. The conference, however, focused on the plan's recommendation for a statewide common and comprehensive curriculum for elementary and secondary students. Presentations fell into five main categories: challenges for (1) school reform, (2) policy and technology, (3) planning and practice, (4) state and local leadership, and (5) conference participants. Contents include: "The Oregon Action Plan for Excellence: Implications for Policy and Governance" (Don Egge); "Principles of Curriculum and Assessment Alignment" (Richard Schutz); "Educational Governance: Reactions to Issues Raised by Don Egge and Dick Schutz" (Robert Mattson); "Research Implications for Improving Staff Development" (Ann Murphy); "Realistic Assessment for Usable Information" (Gary Estes); "Anticipating the Consequences of New Evaluation Standards" (Kenneth Duckworth); "The Union of Equity and Quality: A Missing Ingredient" (Leland Stuart); "Curriculum and Assessment: Implementing the Aligned System" (Glen Fielding); "Keeping Perspectives on Education and Reform (Richard Carlson); "Innovation through Partnership" (Ardis Christensen); and "The Limits of Reform" (Roberta Hutton). Reactions by eight conference participants are appended. (IW)

ED 271 908 EC 190 216

Noel, Margaret M.; And Others
Issues and Policy Implications for Programs on the Training of Special Educators: A Synthesis of Four National Studies.
Maryland Univ., College Park. Inst. for the Study of Exceptional Children and Youth.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 86
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
GRANT- G008200398
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Educational Counseling; *Educational Policy; Graduate Students; Higher Education; *Preservice Teacher Education; *Special Education Teachers; State Agencies; *State Departments of Education; State Federal Aid; Trend Analysis

The paper synthesizes findings from four national studies (conducted 1982-1985) in personnel training in special education. The studies included two national surveys of manpower needs and programmatic implications, a study of a national sample of higher education departments of special education, and a survey of undergraduate and graduate students in special education teacher training programs. Results are examined in terms of three issues: (1) the characteristics and work preferences of preservice special education students (the typical preservice special education student is female, Caucasian, and a public high school graduate); (2) preparation of quality personnel (nearly half of the faculty members reported a decline in student quality over the previous 5 years); and (3) the external influences on teacher preparation in special education (there was a reported lack of communication between faculty and state education agency personnel). Implications noted include the importance of advising students of career options, examining the content of course offerings as well as the sequence of courses for students returning for graduate school, and promoting cooperation between college and university faculty and the state education agency. (CL)

ED 271 594 CE 044 698

From Homemaking to Entrepreneurship: A Readiness Training Program.

Women's Bureau (DOL), Washington, D.C.

PUB DATE- 85
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Business Administration; *Business Education; Curriculum Development; Displaced Homemakers; *Entrepreneurship; Females; Job Training; Models; *Program Development; Program Guides; *Program Implementation; *Small Businesses; *Womens Education

Based on the experiences of the Women's Bureau projects, this program guide is intended to help community-based organizations develop and implement an entrepreneurship training program for their clients. The program, as described in this document, is aimed at helping homemakers and other women to explore entrepreneurship as a career option and to develop the appropriate entrepreneurial attitude. Part I is a guide to planning, establishing, and administering an entrepreneurship training program. It discusses needs assessment, program design, staff selection and definition of responsibilities, training site selection, identification of training materials and resources, curriculum development, advisory council establishment, recordkeeping system design, and establishment of an evaluation system. Part II describes each component of a model entrepreneurship training program and offers recommendations as to how this project may be replicated. Components are fundraising, recruitment, assessment, support services, training (in three phases: basic entrepreneurial skills, business plan review, management skills), and followup. Appendixes, amounting to approximately one-half of the guide, contain a sample curriculum outline, extensive resource information, a sample business plan, rating scales for business aptitude, and sample forms. (YLB)

ED 271 608 CE 044 720

Harmon, Hobart L., Comp.
Articles on Postsecondary Agricultural Education in the Agricultural
Education Magazine 1960-1985.
PUB DATE- 7 Apr 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Agricultural Education; Community Colleges;
Periodicals; Postsecondary Education; Program Development;

Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Agricultural Education Magazine

A total of 249 articles from "The Agricultural Education Magazine" are listed that focus partially or totally on postsecondary agricultural education. Of these, 81 are from the 1960s, 128 from the 1970s, and 40 from the years between 1980 to 1985. The greatest number of articles pertain to curricula and programs. A preface provides a general discussion of the focus and content of the articles and poses questions that must be answered if postsecondary agricultural education is to achieve its rightful place in the delivery of agricultural education. The articles are listed in chronological order by date of the issue in which they appeared. The following information is provided for each article: title, author(s), issue (month and year), and page number(s). (YLB)

ED 271 652 CG 019 191

Gervasio, Amy Herstein
Children's Conceptions of Inappropriate Behavior.
PUB DATE- Mar 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Problems; *Childhood Attitudes; Elementary Secondary Education; *Labeling (of Persons); *Mental Health; *Peer Evaluation; Preadolescents; Sex Differences
IDENTIFIERS- *Temper Tantrums

The paucity of research on children's conceptions of mental illness seems surprising considering the recent interest in social cognition and person perception in children, and the contention that stereotypes of mental illness are learned in childhood. A study was conducted in a large midwestern city to survey the attitudes of children toward variations of temper tantrums that could be construed as a symptom of psychological disturbance. Children (N=72) attending grades 6, 8, and 11 at two non-coeducational (but related) private schools were given the Opinions about Behavior Survey which presented three variations of temper tantrums in pictorial form. Children were asked to rate the stimulus figures on measures of liking, frequency of the behavior in peers, locus of control, and mental health, as well as 12 remediation items and 15 labeling items. A factor analysis revealed four labeling and three remediation factors. A repeated measures multivariate analysis found significant main effects for picture level, and significant univariate main effects for picture level for all variables except locus of cause and two remediation factors. There were no significant effects for grade or sex. Liking was highly correlated with good mental health and low frequency of inappropriate behavior. Continued research in the area of children's understanding of psychological disorder should help to explain the attitudes that children have toward their troubled peers in mainstreamed classrooms, how disturbed children view their own behavior, and how the adult's negative attitudes toward the mentally ill develop. (Author/NB)

ED 271 680 CG 019 219

Harris, George

An Evaluation of a Family Crisis Counseling Center's Impact on Detained Status Offenders in Sedgwick County, KS.

PUB DATE- Apr 86
NOTE- 79p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986). Some tables are marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Crime; *Crisis Intervention; *Delinquency; *Family Counseling; *Family Problems; Juvenile Courts; *Recidivism; *Youth Problems
IDENTIFIERS- *Status Offenders

This report is an evaluation of the Youth Crisis Center program run by the Wichita, Kansas Children's Service League to provide crisis counseling services to status offenders. Two major objective of the program were to reduce the number of adjudicated status offenders in Sedgwick County, Kansas; and to reduce placement of such youth in locked detention on long-term placement. Results of the study are provided in the executive summary, including the findings that: (1) there has been a reduction of new status offender cases and cases on hand but it is not possible to assess what impact the Crisis Center has had on these reductions; (2) a residual number of youth were still detained overnight despite the program; (3) clients given family counseling did achieve a substantial drop in repeated status offenses; and (4) program cost was high, with a cost of $393 per closed case, although costs declined 26% over an 18-month period. The document contains 10 major tables and 2 figures to support the findings. Appendices include guidelines for referring status offenders, a training component evaluation, miscellaneous tables, and revised evaluation design materials. (ABL)

ED 271 780   CS 209 935

Atkin, David; Litman, Barry
The Cancellation of Prime-Time Network Programs: Changing Responses to Costs, Revenues and New Technologies.
PUB DATE- Aug 86
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Commercial Television; *Programing (Broadcast); Television; *Television Research; Television Viewing
IDENTIFIERS- *Nielsen Ratings; *Program Cancellation

A study gathered information from "Variety" about production costs and final 32-week season ratings for prime-time series in order to determine what effect ratings have on whether a program is cancelled. The cancellation threshold against which these series could be judged was based upon final regular-season Nielsen ratings information. The data indicated that high production costs tend to raise the cancellation threshold, while higher revenues tend to lower it. Networks have recently renewed programs with ratings that would have marked the programs for cancellation ten years ago. This trend suggests that networks no longer have the ability or the desire to attain the rating shares they held in the early 1970s. One theory is that increases in the absolute number of TV households make each rating point more valuable, thus helping sustain network revenues in the face of competition from new technologies, and overwhelming the cost increases over time and lowering the threshold of cancellation. References, tables, and figures are appended. (DF)

Newton, Ray; Walters, Joseph C.
Curricular Commonalities among Selected Schools of Communication.
PUB DATE- Apr 86
NOTE- 21p.; Paper presented at the Meeting of the Western Social Science Association (Reno, NV, April 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Core Curriculum; Course Descriptions; *Curriculum Development; Educational Philosophy; Educational Research; Educational Trends; Higher Education; *Mass Media; *Required Courses; *School Surveys; *Speech Communication; *Speech Curriculum
IDENTIFIERS- Northern Arizona University

The school of communication at Northern Arizona University identified four areas--survey, written, oral, and theory--to be included in the core curriculum for all communication majors. As a follow-up to the deliberation by the school's curriculum committee, a study was undertaken to determine if such central curricula could be found in similar schools of communication. Directors, deans, chairs or curriculum coordinators at 40 institutions were asked to respond to a questionnaire and to include any information, brochures or other details that would describe the intent and purpose of their curricula. The results indicated that schools seem to be moving toward a common process of communication instruction. The vast majority of institutions specifically designated particular core courses. Based upon the data gathered, it appeared that most core courses center around four conceptual or applied areas that are basic to all communication/mass communication fields: writing skills, communication survey or history, communication theory (blended with theory and research), and communication law and ethics. (HOD)

ED 271 824 EA 018 594

Stufflebeam, Daniel L.; Sanders, James R.

Literature Related to Educational Personnel Evaluations: The Need for Standards.

PUB DATE- 86
NOTE- 8p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, June 23-26, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Elementary Secondary Education; *Personnel Evaluation; *School Personnel; *Standards; Teacher Evaluation

A review of the literature reveals that although effective personnel evaluation is critical to the improvement of educational institutions, productive evaluation policies and procedures are rarely used currently. The low quality of many of the procedures now used is a major reason why efforts to base employment and salary decisions on evaluations are resisted by the personnel to be evaluated. Programs designed to increase teachers' accountability could impair educational improvement if sound evaluation components are not built in. Several public, private, and professional agencies have been working to develop standards for evaluation programs, and promising results are beginning to emerge. Thirty-one references are cited. (PGD)

ED 271 939 EC 190 248

Affolter, Madeline R.
Working with Hearing Impaired Students in Rural Areas.
Western Washington Univ., Bellingham. National Rural Development Inst.
PUB DATE- Mar 85
NOTE- 16p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Hearing Impairments; *Itinerant Teachers; Mainstreaming; Parent Teacher Cooperation; Rural Education; *Rural Youth; *Teacher Role

The document examines the nature of itinerant teaching with hearing impaired students in rural areas. The itinerant teacher's varied roles in working with teachers, administrators, parents, and students are explored. Needs skills, including mediation skills and experience in counseling, are reviewed. Suggestions are offered for interacting with classroom teachers, supervisors, and parents. A list of suggested activities to develop specific skills often deficient in the hearing impaired child addresses such skill areas as listening, vocabulary, nonverbal communication, and auditory memory. Guidelines for helping the hearing impaired child in the classroom conclude the report. (CL)

ED 271 623 CE 044 737

Sugai, George; And Others

Instructional Methods and Strategies. Teacher Training Module #7.

Correctional/Special Education Training Project.

Eastern Kentucky Univ., Richmond. Dept. of Correctional Services.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 86
NOTE- 97p.; For related documents, see CE 044 730-738.
GRANT- G008303696
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; Adult Education; Behavioral Objectives; *Classroom Techniques; Competency Based Education; *Correctional Education; *Disabilities; Evaluation Criteria; Instructional Systems; Postsecondary Education; Prisoners; Program Implementation; *Special Education; Student Evaluation; Task Analysis; *Teacher Education; *Teaching Methods; Young Adults

This module, which is one in a series of training packages intended to train educators working with handicapped adolescents and young adults in correctional settings, deals with identifying and using instructional strategies and methods that are critical to the instruction of handicapped juvenile and adult offenders. Addressed in the individual sections of the module are the following topics: the direct interventionist approach to instruction, systematic models of instruction, levels and methods of assessment, selection and writing of behavioral objectives, task analyses, antecedent-response-consequence instructional units, the role of student attention and learning, ways of securing and maintaining student attention, classroom organization, transitions and classroom management, and the role of independent seatwork activities. The module includes instructional design specifications (module title, competency statement, rationale statement, prerequisites); module objectives; evaluation procedures and criteria, learning activities and alternatives; a content outline; references; handouts; overhead transparency masters; and a training evaluation form. (MN)

Britton, Patti O., Ed.; McGee, Michael, Ed.
Preventing Sexual Abuse. Reference Sheet 8.
Planned Parenthood Federation of America, Inc., New York, NY. Education Dept.
PUB DATE- 85
NOTE- 18p.; A special issue covering child sexual abuse prevention programs.
AVAILABLE FROM- Education Dept., Planned Parenthood Federation of America, Inc., 810 Seventh Avenue, New York, NY 10019.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Abuse; Child Welfare; *Intervention; Parent Role; *Prevention; *Program Descriptions; *Sexual Abuse

This reference book, developed to present options for the prevention and treatment of child sexual abuse, contains descriptions of creative approaches used to address the problem of child sexual abuse. Some of the programs described offer active and entertaining interventions, such as puppet shows, coloring books, stories, teddy bears, and theatrical productions. Other descriptions concern resources offering straight-forward guidance for professionals or parents on how to prevent child sexual abuse. A few of the resources described fit neither of these two categories but do offer tools for adding to the existing ways of dealng with child sexual abuse. Some of the entries describe the tone, treatment, and approach used, while others provide basic information to help readers to decide whether a program will enhance education initiatives within their community. The 15 programs described are: (1) "Bubbylonian Encounter"--a play; (2) Red Flag, Green Flag People (videotape and coloring book); (3) Child Sexual Abuse Prevention (curriculum); (4) Sexual Abuse Prevention Program; (5) Educating Children about Sexual Abuse; (6) OK/NOT OK Touches (teddy bears, videotape); (7) Preventing Sexual Abuse of Persons with Disabilities; (8) He Told Me Not to Tell; (9) Mandy and Andy Talk about Touching; (10) Preventing Sexual Abuse (Curriculum); (11) Cat and Mouse; (12) Illusion Theater; (13) The Child Assault Prevention Project; (14) Sexual Abuse and Self Protection; and (15) People against Sexual Abuse. A list of 35 names and addresses of other important resources for programs and materials is provided. (NB)

ED 271 666 CG 019 205

Drug Traffic and Abuse in Schools: NSSC Resource Paper.

National School Safety Center, Sacramento, CA.

SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Mar 86
NOTE- 22p.; For overviews on student and staff victimization, and safe schools, see CG 019 206-207.
GRANT- OJJDP-85-MU-CX-0003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Alcohol Education; *Drug Abuse; Drug Education; *Educational Environment; Intervention; Prevention; Secondary Education; *Secondary School Students; Smoking; *Youth Problems
IDENTIFIERS- *Alcohol Abuse; *Substance Abuse

Drug abuse in schools, and to a lesser extent, alcohol and tobacco abuse are the topics of this paper. The paper is divided into the following sections: (1) prevalence of drug abuse; (2) student attitudes and beliefs; (3) drug laws and school rules; (4) student searches and drug testing; (5) drug epidemic reaches very young; (6) tobacco abuse; (7) alcohol abuse; (8) marijuana abuse; (9) related problems; (10) the war against drugs; (11) drug abuse prevention strategies; and (12) drug abuse intervention strategies. Within the discussion of these topics are statistics and quotations from experts, researchers, newspapers, journals, agencies, and government officials. A list and description of drug and alcohol abuse prevention programs operating in schools is provided. Lists of relevant drug and alcohol abuse literature, toll-free telephone help lines, and national organizations (with addresses) which can provide assistance with drug and alcohol intervention projects are included. (ABL)

ED 271 695 CG 019 234

How to Interview: Making the First Impression Count. Tape 1: Preparing for the Interview.

College Placement Council, Bethlehem, Pa.

SPONS. AGENCY- Phillips Petroleum Company, Bartlesville, Okla.
PUB DATE- 86
NOTE- 29p.; For a related document on making an impact in the interview, see CG 019 235.
AVAILABLE FROM- The College Placement Council, 62 Highland Avenue, Bethlehem, PA 18017 (accompanying tape available with the booklet).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Employment; *Employment Interviews; *Employment Opportunities; *Job Applicants; *Job Search Methods

This booklet is a job interview preparation guide. Suggestions focus on knowing the prospective employer and knowing one's self. Thirty-one resources containing employer identification information for job seekers are described and noted. The step-by-step method of mounting a referral campaign with its advantages and disadvantages is described. This method includes an information interview used to gather information and advice from experienced and knowledgeable people. Types of information pertaining specifically to corporations are listed. A worksheet is presented as an aid for researching employers. This worksheet includes topics such as structure of the organization, growth and earnings, and career paths. A corporate literature example is given. A job outline worksheet to assist a job seeker in identifying his interests is presented. A worksheet identifying the job seeker's abilities is included to help prepare the job seeker for the employment interview. (ABL)

ED 271 709 CG 019 248

Perch, Karen L.

Family Financial Problem Solving: The Roles and Responsibilities of the Family Counselor.

PUB DATE- May 86
NOTE- 14p.; Paper presented at the National Symposium on Building Family Strengths (Lincoln, NE, May 14-16, 1986). For related document, see CG 019 247.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Client Characteristics (Human Services); Counseling Services; *Counseling Techniques; *Counselor Role; *Family Counseling; Family Financial Resources; *Financial Problems; *Money Management; Problem Solving

The conscientious family counselor may find it an overwhelming task to properly assist families or individuals who are experiencing financial difficulties. Although the counselor must be aware of personal limitations and make appropriate referrals, the processes required for financial counseling are the same as those needed for the understanding and treatment of any other problems which a counselor and his/her clients face together. There are few things more difficult to achieve than to help other people, while at the same time leaving them free to manage their own affairs and their own lives. It is especially difficult to help people with money problems because, when the problems are severe enough to force them into counseling, people tend to become more reluctant to expose their feelings about, or uses of, money than almost any other aspect of life. This paper presents four case studies which illustrate a few of the more common kinds of finance-related problems faced by clients: (1) lack of skills; (2) emotional needs resulting in irrational financial behaviors; (3) circumstances over which there is little or no client control; and (4) disparate value systems. A list of nine recommendations for counselors and a brief resource list are also provided. (Author/NB)

ED 271 723 CS 008 481

Levine, Sally F.
Increasing Sight Vocabulary in Grades 1, 2, and 3 through Cross-Age Tutoring and Game Strategies.

PUB DATE- Jan 86
NOTE- 87p.; Ed.D Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Cross Age Teaching; Elementary Education; *Peer Teaching; Practicums; Program Evaluation; Reading Improvement; *Reading Instruction; Remedial Reading; *Teaching Methods; *Tutorial Programs; *Vocabulary Development; *Word Recognition

A practicum addressing (1) elementary school students' need to increase their sight vocabulary, (2) their needs for self-esteem, (3) their individual learning differences, and (4) the practical difficulties of providing additional practice time and personnel to teach is described in this guide. The introduction of the guide discusses the community in which the school is located and the role and responsibilities of the reading specialist-author of the practicum, while the second section documents the problems and needs of the remedial reading students in the primary grades, and explores research pertaining to these problems. The third section discusses anticipated outcomes and evaluation instruments, presenting the goals of the program: to increase the sight vocabulary of those students enrolled in the program, and to determine if participation in this word recognition program affected reading attitudes of the participants. The fourth section describes the selected solutions to the sight vocabulary problem, specifically a cross-age tutoring program that employed game strategies in three to four sessions per week. Training of the student tutors as well as the testing procedures are also described. The last section presents the results of the program, which indicate that tutored students did master the sight vocabulary they were expected to learn, although standardized and more formal tests did not show significant changes. Positive responses to the program from teachers and students are also discussed in this section, as are recommendations for future cross-age tutoring programs. Appendixes include a teachers' sight word list/test, and a tutored students' postprogram questionnaire. (HTH)

ED 271 737 CS 008 510

Tama, M. Carrol

Thinking Skills: A Return to the Content Area Classroom.

PUB DATE- 17 Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the International Reading Association (31st, Philadelphia, PA, April 13-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- *Critical Thinking; Elementary Secondary Education; Learning Processes; Logical Thinking; *Metacognition; Problem Solving; Self Evaluation (Individuals); Study Skills; Teaching Methods
IDENTIFIERS- *National Writing Project; *Thinking Skills

The emphasis on promoting thinking skills in the classroom has fostered several trends, tendencies, and tensions. This movement has taken three directions: the teaching of thinking, teaching for thinking, and teaching about thinking. In the first, thinking is regarded as a process of developing a set amount of skills. The proponents of this approach are primarily state departments of education. The second fosters thinking skills in the specific context of school curricula. In the third, students are encouraged to become more conscious of their own mental processes as they study or solve problems. Students learn how to predict the outcome of their performance, to plan ahead, to apportion time and cognitive resources, and to monitor and edit more efficiently their efforts to learn. This process is also known as metacognition. Tensions arise in both students and teachers as a result of this emphasis on thinking. Students tend to be passive and resist mental exertion, while teachers feel they have too much to do and too little support to nurture thinking in the classroom. Adapting some of the features of the National Writing Project into a program on thinking can alleviate some of these problems. To guide the kind of thinking processes selected for the program, five principles should be followed: (1) teach active learning, (2) articulate thinking, (3) structure thinking activities systematically, (4) motivate learning, and (5) evaluate continuously. (SRT)

Paley, Dianne M.
Women in Wisconsin's Country Newsrooms: Tradition at Work.
PUB DATE- Aug 86
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employed Women; Equal Opportunities (Jobs); *Journalism; *Newspapers; *Rural Areas; Rural Urban Differences; *Sex Discrimination
IDENTIFIERS- *Community Newspapers; *Journalism History; Wisconsin

In their roles as writers, editors, and photographers for community newspapers, women helped to record the economic, social, and political fluctuations that comprise the past. In villages and towns, however, the boundaries of and limits on acceptable female activity were as strong as they were in the cities. Women in community newspapers may have been driven less by career goals and more by family circumstances in their pursuit of the news and, as a result, the women in rural journalism may have been more traditional in their views of their own roles and in their professional expectations than were their metropolitan counterparts, and thus less likely to question the authority and control of their male employers. When the Continental Congress arranged for the first official printing of the Declaration of Independence in 1777, it picked a woman, Mary Katherine Goddard, to do the job. Since that time, women's participation in journalism has crested and receded on the tide of social events: industrialization and the rise of mass advertising, the Civil War, women's increased access to education, suffrage, the World Wars, and the explosion of feminism in the 1960s. Each had its effect on society's attitudes toward women in general, and toward women's employment in particular. Four Wisconsin community newswomen are specifically described, and all four expressed the sentiments of the majority of women interviewed for this report; that is, that they considered themselves of inferior status and authority when compared to their male employers and did not question or challenge such secondary status. These findings suggest that--contrary to the literature on women's history in journalism--women in the community press may have been more traditional and less questioning of the status quo than their metropolitan counterparts. (SRT)

ED 271 865 EA 018 654

Schimmel, David
Prayer, the Courts and the Schools: A Continuing Case of Confusion.
PUB DATE- 16 Apr 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Court Litigation; Courts; Elementary Secondary Education; *Legal Problems; *Religious Factors; *State Church Separation
IDENTIFIERS- Lemon v Kurtzman; *Prayer; *Supreme Court; Wallace v Jaffree

To help clarify the school prayer controversy, this article examines recent court decisions concerning three issues: organized prayer, silent prayer or meditation, and prayers at graduation, assemblies, and extracurricular activities. In "Wallace vs. Jaffree" (1985), the United States Supreme Court reaffirmed its consistent opposition to organized school prayer by overturning an Alabama law authorizing silence for meditation or voluntary prayer. Whether compulsory or voluntary, prayer recitations are clearly prohibited. However, schools may require a moment of silence for reflection or meditation without violating the First Amendment. Statutes authorizing silence for "meditation or prayer" may be permissible. The Supreme Court had not yet ruled on prayer at school ceremonies; lower courts have consistently applied the "Lemon vs. Kurtzman" three-part test requiring statutes to have a secular purpose and effect and avoid excessive entanglement with religion. Although the Jaffree case met the test, Justices Warren and Burger wrote dissenting opinions viewing prevention of an established national religion as the real issue. The Burger-Rehnquist stance may predominate if President Ronald Reagan appoints new Supreme Court justices who share his intent to reestablish school prayer. (MLH)

ED 271 879 EA 018 669

School Transportation Costs, Policies and Practices: A Review of Issues in New York and Selected States.

New York State Education Dept., Albany. Educational Research Services Unit.

PUB DATE- Jun 86
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Comparative Analysis; *Cost Effectiveness; Disabilities; *Educational Policy; Educational Practices; Efficiency; Elementary Secondary Education; Operations Research; Private Schools; Public Schools; *School Buses; State Aid; State Legislation; State School District Relationship; State Surveys; *Student Transportation
IDENTIFIERS- *New York

To draw comparisons for assessing transportation costs and developing recommendations for legislative action in New York, this study compares school transportation policies and practices that may be related to differences in transportation costs in eight states having the largest public school enrollments for 1980. Data were obtained from existing publications and from a survey of transportation directors in California, Florida, Michigan, New Jersey, New York, Ohio, Pennsylvania, and Texas. The report reviews literature relating to school transportation costs, describes the methodology used to collect data, and presents findings from the study and recommendations for legislative action. Factors such as the scope of state mandates, the extent of the transportation system, practices concerning public versus private ownership of transportation fleets, and state reimbursement policies for school transportation were examined. Higher transportation cost per pupil was associated with more transportation mandates, more frequent use of smaller buses, greater miles traveled per pupil, and larger nonpublic school transportation systems. Lower cost per pupil was related to larger numbers of pupils transported, larger number of pupils transported per bus, larger percentages of district-owned versus private contractor transportation fleets, and the use of formula mechanisms that limited spending and encouraged efficiency in state transportation reimbursement. Included are 8 tables, 2 figures, and 39 references. (MLF)

ED 271 893 EA 018 691

Dawkins, David
The Importance of Social Context for an Australian Education Program.
PUB DATE- Apr 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Context; *Education Work Relationship; Foreign Countries; Government School Relationship; Social Science Research; *Social Theories; Sociocultural Patterns; Socioeconomic Influences; *Student Employment
IDENTIFIERS- *Australia

The study of education systems and educational programs cannot be adequate without reference to those systems' social context. This paper examines the Australian Transition Education program, enacted by the government in 1979, in light of its social context. The program's ostensible purpose was to prepare students for employment. The Liberal government came to office in 1975 on the grounds of superior economic management. In 1979, the party was faced with evidence suggesting a worsening economic crisis. For the 15- to 19-year-old age group, unemployment had surged from 3.4 percent in 1964 to 17 percent in 1979. Government reacted with "dole-bludger" rhetoric that young people chose unemployment--a claim echoed by the media. The situation displayed the crisis tendencies of advanced capitalism discussed by Habermas (1976). Government diverted attention away from itself and toward the education system as a scapegoat, which created a motivation crisis among young people. Because unemployment could no longer be "hidden," a legitimation crisis arose in society. The Transition Education Program appeared in this crisis context, primarily designed to restore confidence in government by relegitimizing the education system. (CJH)

ED 271 924 EC 190 233

Position Statement on a Regular Education/Special Education Initiative.

Association for Children and Adults with Learning Disabilities, Pittsburgh, PA.

PUB DATE- Mar 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competency Based Teacher Education; Elementary Secondary Education; Federal Programs; Inservice Teacher Education; *Learning Disabilities; Preservice Teacher Education; *Program Development; *Special Education

The Association for Children and Adults with Learning Disabilities (ACLD) position statement focuses on the development of a Regular Education/Special Education Initiative (RE/SEI). RE/SEI is defined as a system of integrated planning, delivery, and evaluation of the effects of services to all students. The program would incorporate management of special and regular education. Recommendations are made for (1) continuation of P.L. 94-142 (The Education for All Handicapped Children Act) and Section 503 of the Rehabilitation Act, (2) pilot programs to test the efficacy of the RE/SEI concept; and (3) competency training of all involved personnel in preservice and inservice preparation programs. ACLD affirms that learning disabled students need more than a "watered down" special education and that there has been insufficient time and funds expended to meet the promise of P.L. 94-142. The position paper concludes with descriptions and definitions of specific learning disabilities. (CL)

ED 271 551 CE 044 608

Navaratnam, K. K.
Extension Agents as Educators for Local Volunteer Development.
Virginia Cooperative Extension Service, Blacksburg.; Virginia Polytechnic Inst. and State Univ., Blacksburg. Center for Volunteer Development.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; Agency Role; Community Development; Community Services; *Educational Benefits; *Educational Needs; *Extension Agents; Extension Education; Postsecondary Education; Public Agencies; Voluntary Agencies; *Volunteers; *Volunteer Training
IDENTIFIERS- Cooperative Extension Service

Increasing demands for human services and current government fiscal policies may make volunteerism the major way of improving the individual living conditions and society as a whole. Extension agents are in the front line of persons capable of developing volunteerism at the local level. They have a direct link with local citizens and are familiar with existing local socioeconomic environments and needs. The leadership of extension agents in planning and implementing programs has already given them visibility in communities. Extension agents have also gained a great deal of expertise through working with millions of volunteers in program areas such as agriculture, 4-H, home economics, and community resources development. Recently, a panel of extension agents were asked about their activities in the area of volunteerism development. The panel suggested that funding, training, and evaluation are crucial for volunteer development at the local level. Objectives that are short-term and perceived to be relevant for the given group have the best chance of attainment. Although service to volunteerism adds job responsibilities that increase agents' workload, involvement in volunteerism development can have many benefits for the extension agents themselves and for the extension system as a whole. Accommodation of the voluntary sector in Cooperative Extension Service programs could have many mutual benefits for agencies in human service-oriented activities. (MN)

ED 271 566 CE 044 657

Beyond the Model: An Approach to Negotiating JTPA Performance Standards. Technical Assistance Guide.

National Association of Counties, Washington, DC.; National Association of Private Industry Councils, Washington, DC.; National Governors' Association, Washington, D.C.

PUB DATE- Feb 86
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavioral Objectives; *Employment Programs; *Evaluation Criteria; *Evaluation Methods; Federal Programs; High School Equivalency Programs; *Job Training; Models; Postsecondary Education; *Program Evaluation; *Standards; Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982

The purpose of this guide is to provide state and local Job Training Partnership Act (JTPA) program administrators with an approach to developing meaningful and relevant negotiated performance standards that will serve as a management and evaluation tool. The guide is organized in four chapters. Chapter I provides background information on the legislative and administrative history and evolution of performance standards. It provides an overview of the performance standard system as set forth by the U.S. Department of Labor and discusses performance standards within the context of overall program management. Chapter II examines performance standards as an integral part of the program planning process. It reviews the functions of strategic and operational planning and the ways that program officials can select their strategies to meet local needs and circumstances. Chapter III provides the framework for a negotiated approach to setting performance standards and examines the Department of Labor's adjustment model, its major limitations, and the key issues for undertaking a negotiated approach. Chapter IV focuses on the negotiation process, discussing several important issues that states and service delivery areas (SDAs) must resolve when negotiating their performance standards. These issues include establishing the basis for negotiation; developing tools for further quantifying adjustments to the model-predicted performance scores; negotiation and its relationship to 6 percent incentive funds; establishing a framework to support a negotiation process; and state and SDA roles in establishing a negotiation process. (KC)

ED 271 580 CE 044 679

Weinstein, Stuart H.

Military or Civilian Use of Instructional Innovations: Is There a Difference?

PUB DATE- 3 Apr 86
NOTE- 14p.; Paper presented at the Annual Conference of the National Society for Performance and Instruction (San Francisco, CA, April 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Adult Education; Comparative Analysis; *Educational Quality; Educational Research; *Instructional Innovation; Military Service; *Military Training; *Public Schools; Secondary Education; *Teacher Attitudes; Use Studies
IDENTIFIERS- Florida; *Marine Corps

Users of instructional innovations in civilian and military instructional settings were compared in factors that influence the adoption of new technologies for their respective learning environments. Administrators and instructors from Florida public school systems and the U.S. Marine Corps participated in qualitative, quantitative, and attitudinal surveys to measure their adoption behavior. A survey instrument and followup interviews measured Florida teachers' attitudes toward instructional television (ITV). Survey instruments and onsite interviews collected data from Marines. Instruments measured the quantity and quality of Training and Audiovisual Support System (TAVSS) operations and Marines' attitudes toward TAVSS policies and practices. Rogers and Shoemaker's "perceived attributes of innovations and their rate of adoption" were correlated with the quality and quantity of use and attitudes toward instructional innovations. When compared, the two groups showed the same types of adoption concerns. The quantity, quality, and attitude results were influenced by the degree to which the potential adopter of a technological innovation perceived it to be relatively advantageous to existing instructional products and procedures, compatible with the curriculum or training program, available for short-term tryout, instructionally measurable by observation and data, and free from unnecessary complexity. (Author/YLB)

ED 271 609 CE 044 721

Rosensweig, Fred; And Others
Consulting Overseas.
PUB DATE- Apr 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Career Planning; *Consultants; *Cross Cultural Training; *Foreign Countries; Job Applicants; *Job Development; *Job Search Methods; Job Skills; *Overseas Employment; Work Experience

Consultants experience difficulty in being effective in a foreign country, particularly in developing countries. Difficulties include definite cross-cultural differences that consultants lack the skills to overcome or adjust to, language and communication differences, consultants' inability to adjust to a new situation quickly, and inability of consultants to be accepted by and develop credibility with the host country. Three approaches to effective consulting are the directive style (the consultant in a dominant role), collaborative style (consultant's expertise in combination with client's local knowledge), and facilitative approach (the client as expert and the consultant as catalyst). The consultant must learn to use the different styles at the appropriate time. Overseas consulting requires these skills that apply to all three consulting styles: assessing how much the client can absorb, developing cross-cultural skills, dealing with a multiplicity of clients, dealing with gender barriers, establishing ownership and commitment, learning to be oneself in a different cultural context, and sizing up a situation quickly. Strategies for breaking into the international field include taking jobs with voluntary or religious organizations to get experience, being available on short notice, expanding network of contacts by attending meetings of international groups, and identifying organizations with potential overseas consulting opportunities. (YLB)

ED 271 751 CS 209 805

List, Karen
Magazine Portrayals of Women's Role in the New Republic.
PUB DATE- Aug 86
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Content Analysis; Eighteenth Century Literature; *Females; Feminism; *Periodicals; Politics; Press Opinion; *Sex Bias; *Sex Role; *Social Attitudes; Social Change; *Social History; United States History

To determine what messages women found in magazines regarding their roles in society in the late eighteenth century, a study analyzed three magazines: "The Ladies Magazine" (1792-93), "The American Magazine" (1787-88), and "The (Philadelphia) Weekly Magazine" (1798-99). All three featured a mixture of essays, verse, literary excerpts, foreign and domestic news, reports of births, deaths, and marriages, and other material. The study sought to determine if the publications portrayed women as political actors (much as the leading party newspapers of that era were doing), how they defined women's role, and if they challenged conventional wisdom on women's place. The analysis revealed that none of the magazines portrayed women as politically active in any meaningful way. Such discussion was infrequent and isolated, and when it did occur, the connection had to be inferred because of the vague nature of the commentary. Generally, the message in the magazine was that women's place was in the home where the primary goal was to be amiable and compliant. Most talk of women influencing men was framed in relation to the reformation of women's manners and keeping them happy at home. Although women's education was discussed at length, the education was only utilitarian and limited to prevent women from rising above their husbands in any way or neglecting their "natural" duties. Overall, these publications were preservers of the status quo, rather than challengers of it. (HOD)

ED 271 810 EA 018 552

McLaughlin, Donald H.; Wise, Lauress L.
Nonpublic Education of the Nation's Children.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- National Center for Education Statistics (DHEW), Washington, D.C.
REPORT NO.- AIR-SAGE-TR-9
PUB DATE- Apr 80
NOTE- 107p.; Prepared by the Statistical Analysis Group in Education.
CONTRACT- 300-78-0150
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; Longitudinal Studies; National Surveys; Parochial Schools; *Private Education; Questionnaires; *Religious Factors; School Demography; *School Statistics; Tables (Data); Validity
IDENTIFIERS- National Center for Education Statistics; Nonpublic School Survey (NCES)

Data gathered in a 3-year study of nonpublic education are presented and discussed in this report. The nation's 20,000 nonpublic elementary and secondary schools were all asked to complete the Nonpublic School Survey in the school years 1976-77, 1977-78, and 1978-79. Items in the survey covered directory information (names and addresses), size of town, mix of boarding and day students, mix of male and female students, school type (elementary, vocational, etc.), types of curriculum offered, nonlanguage courses taught in foreign languages, receipt of federal program funds, religious affiliation, numbers of graduates (by sex), enrollment (by grade), teachers (religious or lay) and other staff by sex, and income and expenditure information. Data from the survey can be used to address economic issues (related to increases or decreases in the nonpublic share of the educational market) and service issues (related to the quality and breadth of services provided by nonpublic educational institutions). The data permit assessment of short-term trends and identification of religious, regional, and other differences among schools. Appendices, which make up about two-thirds of the report, discuss plans for further surveys, present the survey form, describe the merging of files from all three years, and provide a detailed account of procedures used for imputing missing data. (PGD)

ED 271 838   EA 018 615

Meyer, John W.; And Others
Centralization, Fragmentation, and School District Complexity.
Stanford Univ., CA. Stanford Education Policy Inst.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SEPI-86-4
PUB DATE- Feb 86
NOTE- 40p.
GRANT- NIE-G-83-0003
AVAILABLE FROM- Publication Sales, Stanford Education Policy
  Institute, CERAS Building 402S, Stanford University, Stanford, CA
  94305 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
  Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Change; *Administrator Role; Educational
  Finance; Elementary Secondary Education; *Federal Aid; *Federal
  State Relationship; Financial Policy; Government Role; Government
  School Relationship; Policy Formation; Public Schools; School
  District Autonomy; *School Districts; School District Spending;
  *School Funds; School Personnel; School Support; Staff Utilization;
  State Aid

This report investigates how administrative complexity in funding and personnel of American public school districts varies depending on local, state, and federal funding environments. The analyses are based on a data set integrated from several national data sources describing school districts in the 1970s. As hypothesized in the study, dependence on federal funding, which takes the form of complex and fragmented programs, generates more administrative positions and expenditures than do the other levels. State funding, which reflects legitimated and integrated state control over public education, creates the least administrative intensity. High levels of local funding, reflecting dependence on an environment that is complex but not highly formally organized, generates intermediate levels of administrative staffing and funding. Twenty-one references, an "Overview of Categorical Educational Programs" chart and five tables are appended. (21 (Author/CJH)

ED 271 851 EA 018 631

Eberts, Randall W.; Stone, Joe A.
Sex Differences in Promotions: EEO at Work in Public Education.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Selection; *Affirmative Action; Educational Change; Elementary Secondary Education; Employed Women; Employment Opportunities; *Equal Opportunities (Jobs); Government School Relationship; Personnel Policy; *Promotion (Occupational); Salary Wage Differentials; School Law; Sex Bias; Sex Differences; *Sex Discrimination
IDENTIFIERS- *Equal Employment Opportunity Act 1972; New York; Oregon; Title IX Education Amendments 1972

This report investigates six differences in promotions to administrative positions in elementary and secondary education and assesses the influence of affirmative action and equal employment opportunity enforcement. Conclusions are based on longitudinal data from Oregon and New York for thousands of individual educators employed during the 1970's and on data gathered from discrimination complaints. The study focuses on whether apparent discrimination exists in the promotion structures for men and women in public education and whether federal and state equal employment opportunity and affirmative action policies have reduced apparent discrimination. The major finding is that significant apparent discrimination present in the early 1970's declined by more than half by the late 1970's and that equal employment opportunity enforcement contributed to the decline. Interpretations of the New York results are less conclusive than for Oregon because only federal Title IX enforcement was implemented in New York, thereby reducing the availability of complementary evidence in comparison to Oregon. Section 1 of the study sets out a model of promotions based on human capital theory, briefly discusses methods of measuring discrimination, and offers a framework for analyzing the influence of equal employment opportunity and affirmative action policies. Section 2 presents and evaluates the empirical results for the two states. Section 3 summarizes the major conclusions. (CJH)

ED 271 909 EC 190 217

Taylor, Angela R.; And Others
Loneliness, Goal Orientation, and Sociometic Status: Mildly Retarded Children's Adaptation to the Mainstream Classroom.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adaptive Behavior (of Disabled); Elementary Education; Goal Orientation; Interpersonal Competence; Loneliness; *Mainstreaming; *Mild Mental Retardation; *Peer Acceptance; *Peer Relationship; Social Status; Student Attitudes; Teacher Attitudes; *Withdrawal (Psychology)

The study examined teacher and peer assessment of 34 mainstreamed educable mentally retarded (EMR) children in grades 3 through 6 in nine public schools in central Illinois. A comparison sample of 34 nonretarded Ss was matched to the EMR Ss on sex, race, and grade level. Children in each S's regular classroom were asked to rate on a five-point scale how much they enjoyed playing with each of their classmates. A sociometric nomination measure assessed children's best friendship choices, while another technique provided peer assessments of children's social behavior. Teachers rated four dimensions of Ss' social behavior with peers: friendly/cooperative, avoidant/withdrawn, bossy/domineering, and aggressive/disruptive. Ss goal orientations in game situations were assessed along with their feelings of loneliness and social dissatisfaction. A series of multivariate and univariate analyses of variance revealed that retarded Ss were significantly lower in sociometric status than nonretarded Ss. Compared to nonretarded Ss, retarded children were perceived as less cooperative, more shy, and were less likely to be named as leaders. Findings confirmed the hypothesis that EMR children are shy and withdrawn rather than aggressive-disruptive.

Teacher assessments were consistent with the peer assessment data. Group differences were found in all three goal subscales in measures of goal orientation: Ss appeared to focus on performance aspects of games and potential failure/rejection rather than on the opportunities for social interaction. Finally, as hypothesized, EMR Ss reported feeling more lonely and dissatisfied with their social relationships in school than did the nonretarded Ss. Findings suggested the need to couple environmental manipulations with direct social skills training for the retarded child. (CL)

ED 271 595 CE 044 700

Zambon, Franco
Making Training a Rewarding Experience for Offshore Drilling Personnel at Diamond M Company.
PUB DATE- 9 Jun 86
NOTE- 13p.; Paper presented at a meeting of the International Association of Drilling Contractors (Denver, CO, June 9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *College Credits; Continuing Education; Educational Cooperation; Incentives; *Industrial Training; *Job Training; *Motivation; *Prestige; Professional Recognition; *Rewards; School Business Relationship; Vocational Education

The problems of the training departments of offshore drilling companies are to determine novel rewards for trainees and to use these rewards correctly. Rewards are motivators and real or apparent satisfiers of needs. For some instructional goals, computer-based training satisfies many needs and applies many motivators to hold the trainee's attention. Self-esteem needs clamor for satisfaction and could attract the attention of personnel to training. To boost trainees' self-esteem, a training program should offer as much prestige as possible to successful trainees. Sources of prestige include industrial certification, continuing education credit, approved courses, and college credit. Diamond M Company has chosen to harness prestige to motivate personnel to attend training courses willingly. The company (1) uses both industrial and governmental certification; (2) has applied for the approval of the U.S. Coast Guard for its marine courses; (3) as yet, has seen no situation fit for continuing education units; and (4) has formed a relationship with an accredited four-year college so that trainees may apply for academic credit for certain training. (YLB)

ED 271 653 CG 019 192

Grubb, Henry Jefferson

The Relation of Clinical Research to Practice and the Apparent Crisis of Confidence.

PUB DATE- Apr 86
NOTE- 10p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Psychology; Evaluation Criteria; *Experimental Psychology; *Graduate Study; Higher Education; *Psychologists; Psychotherapy; *Relevance (Education); *Researchers; Research Methodology; Student Evaluation

Barlow (1981) lists nine reasons why clinical psychologists do not undertake research and why traditional research does not influence clinicians. These reasons focus on: (1) lack of access to a large subject pool; (2) manpower costs of conducting research; (3) financial costs of conducting research; (4) ethics; (5) research's overreliance on statistical significance; (6) difficulty in predicting a treatment's effectiveness with an individual from nomothetic research; (7) the practitioner's awareness that each client is different; (8) the practitioner's resistance to using factorial designs; and (9) the view that research may thwart clinician's effort to get clients better as quickly as possible. Intensive local observation, a series of single case studies using each patient seen by a therapist as a self-contained experiment, may be one solution to closing the researcher-practitioner gap. A more basic underlying reason that clinicians do not engage in research, are not trusted by the public, and are ineffective is that graduate schools are training the wrong people to be clinical psychologists. Too much emphasis is placed on psychometric and standardized intelligence tests. Students in experimental psychology perform well because experimentation and statistics can be taught and learned. Psychotherapy is more difficult to teach and learn. If clinical psychology is to improve its effectiveness, it must put less emphasis on abilities like memorization and social conformity and must attract students who are emotionally mature, have lived less sheltered lives, and have some knowledge of the world. (NB)

ED 271 681 CG 019 220

Youth Suicide Prevention Act Report Together with Supplemental Views To Accompany H.R. 4650. From the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

REPORT NO.- House-R-99-667
PUB DATE- 14 Jul 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; Death; *Federal Legislation; *High Risk Persons; *Prevention; *Suicide; Youth Problems; *Youth Programs
IDENTIFIERS- Congress 99th

This document presents a report and supplemental views from the House of Representatives Committee on Education and Labor concerning H.R. 4650, The Youth Suicide Prevention Act. An amendment to the bill is provided and a brief summary of the purpose of the Youth Suicide Prevention Act is given. Legislative background and consideration of the bill is reviewed and the need for the legislation is discussed. A section explaining the bill notes that the Youth Suicide Prevention Act establishes a discretionary grant program in the U.S. Department of Education to assist local educational agencies and private nonprofit organizations in establishing and operating youth suicide prevention programs. Other sections of this report address the issues of oversight, cost estimate, and inflationary impact of the Youth Suicide Prevention Act. A section-by-section analysis of the Act is provided and changes in existing law made by the new bill are explained. A supplemental view on the Youth Suicide Prevention Act by Bill Goodling is also included. (NB)

How to Interview: Making the First Impression Count. Tape 2: Making an Impact in the Interview.

College Placement Council, Bethlehem, Pa.

SPONS. AGENCY- Phillips Petroleum Company, Bartlesville, Okla.
PUB DATE- 86
NOTE- 21p.; For a document on preparing for the interview, see CG 019 234.
AVAILABLE FROM- The College Placement Council, 62 Highland Avenue, Bethlehem, PA 18017 (accompanying tape available with the booklet).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Communication Skills; Employment; *Employment Interviews; *Job Applicants; *Nonverbal Communication

This booklet describes techniques used to make a positive impact in a job interview. A list of nonverbal behaviors (such as handshake and dress) is given. The job seeker is to use this list to differentiate between positive and negative behaviors. The attitudes, nonverbal behaviors, and verbal responses needed by the effective interviewee are described. This material includes advice on body language, building rapport, and questioning techniques. A six-stage interview process is described. The stages include preparation for the interview, introduction, verifying information, answering questions, closing the interview, and decision-making. In each stage, the interviewer's and candidate's goals and behaviors are described. Potential interview questions are listed in these categories: (1) questions about yourself; (2) questions about career goals or plans; (3) questions about school/education; (4) previous experience questions; and (5) questions specific to the job. Twenty-five questions for the candidate to ask are also presented. A 15-item bibliography of interviewing literature is included. (ABL)

ED 271 710 CG 019 249

Sensor, M. Carol

Stress Management for Children and Adolescents.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.
PUB DATE- Aug 86
NOTE- 102p.
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - General (140)
DESCRIPTORS- *Adolescents; Assertiveness; Bibliotherapy; *Children; *Coping; Elementary Secondary Education; Group Therapy; Rational Emotive Therapy; Relaxation Training; *Stress Management; *Stress Variables

This handbook was designed to provide a basic introduction to and understanding of stress and its impact upon children. Several coping techniques for children are presented along with the methods with which to teach them. These techniques are intended to provide a resource for school psychologists working with children and adolescents who are experiencing significant stress. Part 1, An Introduction to Stress, includes sections on a definition of stress, vulnerability to stress, types of stressors, signs of stress, and an assessment of stress. Types of stressors identified and discussed include parental divorce; child abuse; death of a parent, relative, or friend; and economics. Two rankings of the severity of stress of a variety of children's life events are given. Part 2, Stress Management Techniques, contains sections on: (1) groups for children and adolescents; (2) assertiveness training; (3) relaxation training, including a muscle relaxation exercises script; (4) biofeedback; (5) rational emotive therapy; (6) bibliotherapy; (7) suggestions for teachers; and (8) suggestions for parents. The appendices contain assessment measures, group letters, characterizations of junk thought and clear thinkers, a 20-page bibliotherapy reference list, and a list of books of interest to parents. Additional references for professionals in the areas of biofeedback, rational emotive therapy, and relaxation training, and a 5-page bibliography are included. (NB)

ED 271 796 CS 505 307

Greenbaum, Howard H.
The Measurement of Organization-Wide Communication: A Comparison of Three Recognized Instruments.

PUB DATE- May 86
NOTE- 63p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Comparative Analysis; *Data Collection; *Measurement Techniques; *Organizational Communication; Questionnaires; Research Methodology; *Research Utilization; Surveys; Test Construction; Test Validity
IDENTIFIERS- Communication Audit Survey Questionnaire; Communication Satisfaction Questionnaire; Organizational Communication Questionnaire

Intended as an aid to researchers who must decide which measurement techniques to use in the study of organizational communication, this paper describes and analyzes three of the most widely used data collection instruments: the Communication Audit Survey Questionnaire (CAS), the Communication Satisfaction Questionnaire (CSQ), and the Organizational Communication Questionnaire. The first part of the paper provides a general introduction, while the second part examines the construct of organization-wide communication and offers a comparative analysis of the dimensions covered by the three instruments. The third part of the paper comments on the research applications of each instrument, and the final part offers a detailed description of each, including background, development history, reliability and validity assessment information, and illustrative questions for each instrument dimension. References for the published and unpublished literature explaining, criticizing, or using each instrument are appended. (FL)

ED 271 825 EA 018 595

Goodwin, David; Muraskin, Lana
Regulating Excellence: Examining Strategies for Improving Student and Teacher Performance.
National Association of State Boards of Education, Alexandria, VA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Educational Improvement; *Educational Policy; Elementary Secondary Education; *Graduation Requirements; Required Courses; Standardized Tests; State Curriculum Guides; *State Programs; *State Standards; Teacher Certification; Teacher Dismissal; Teacher Education; *Teacher Qualifications; Teacher Salaries; Teaching (Occupation); Testing Programs

This paper is a combination of two separate essays, both of which examine changes in standards for student and teacher performance in various states over the past two years. Part 1 examines changes in standards for graduation from high school and the introduction or expansion of statewide programs of testing. Changes in the overall units for graduation, in the mix of required courses, and in the extent of exit examinations are shown to have had an adverse effect on low achieving students, so methods are considered for retaining low achieving students through dropout prevention programs and through establishing effective learning environments. Thereafter, Part 1 summarizes what is known about the relationship between testing, achievement, and accountability in light of the expansion of state testing programs. Part 2 addresses changes in standards for entering and remaining in the teaching profession, and includes a brief discussion of teacher salaries in relation to changes in standards. The objectives are to examine the assumption that the academic or intellectual abilities of the teacher work force are inadequate, and to assess the costs and benefits of some of the strategies for improving the teacher work force. Each major proposal for increasing teacher quality is explored for its ability to improve the mix of teachers. These proposals include raising entry-level requirements, raising salaries, waiving certification requirements, and removing unqualified or incompetent teachers. The section concludes with the observation that these reforms will cost a considerable sum and may conflict with other manpower objectives. A 99-item bibliography concludes the document. (TE)

ED 271 925 EC 190 234

Caldwell-Fifer, Edith

Implementation of a School/Home Based Model to Promote Effective Management of Problem Behaviors Exhibited by Preschool Handicapped Children.

PUB DATE- May 85
NOTE- 130p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Behavior Change; *Behavior Modification; *Behavior Problems; *Disabilities; *Parent Education; *Preschool Children; Preschool Education; Program Effectiveness

The project was designed to develop, implement, and evaluate an effective management system to modify and reduce inappropriate behaviors exhibited by preschool handicapped children. The writer (1) provided in-service training to school personnel to increase their expertise and skills in changing behavior, (2) encouraged parent education and involvement in the behavior management process, and (3) initiated a program to decrease the occurrence of inappropriate behaviors demonstrated by preschool handicapped children in the school-home setting. Six teachers, 18 children, and 18 parents participated in the project. As a result of their participation, there was a significant decrease of inappropriate behaviors in the school-home setting. Additionally, the participating teachers indicated an increase in their ability to manage problem behavior. Parents increased their management skills and decreased their level of frustration. Analysis of the data collected at the completion of the project indicated that achievement of the goals and objectives exceeded the projected percentages. (A two-page list of references, a profile for behavior management, observation charts, target behavior plans and logs, behavior management questionnaires for teachers and for parents, behavior management inservice evaluation forms, and a handbook for the individual behavior management program are appended.) (Author/CL)

FL

ED 271 940 FL 015 433

Bruder, Mary N.; Henderson, Robert T.
Beginning Reading in English as a Second Language.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-87281-326-6
PUB DATE- 85
NOTE- 77p.
CONTRACT- 400-82-009
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Students; *Classroom Techniques; Educational Strategies; *English for Academic Purposes; Foreign Students; *Instructional Design; Introductory Courses; Learning Theories; Limited English Speaking; Literature Reviews; *Reading Instruction; *Reading Skills; Second Language Instruction; Student Evaluation

The design of an effective reading course in English for academic purposes must be based on an understanding of the reading process (including perceptual skills and cognitive processing), an understanding of problems in mastering the English writing system (punctuation, decoding handwriting, and confusion between typefaces), and an awareness of the deficiencies the particular learner group must overcome. Assessment of learners' reading skills, by a variety of techniques, in the context of their language backgrounds can then lead to development of materials and methods for effective reading instruction. English as a second language (ESL) programs have adopted a number of approaches to these issues; both theories and procedures are in the process of being refined. Instructor familiarity with foreign languages, especially those with a different writing system, is also helpful in ESL reading instruction. Examples of a number of teaching and testing exercises are included. A six-page bibliography concludes the document. (MSE)

ED 271 781 CS 209 938

Kennamer, J. David
A Partial Model for Predicting the Probability of Voting.
PUB DATE- Aug 86
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Audiences; Citizen Participation; *Elections; *Mass Media Effects; *Media Research; *Political Campaigns; Political Issues; *Voting
IDENTIFIERS- Voters; *Voting Behavior

A study investigated the relationship of campaign media attention to cognition, strength of the commitment to the candidate choice, and probability of voting. The 1985 gubernatorial campaign in Virginia was selected for analysis. A model constructed for predicting voting tendencies hypothesizes that the role of the mass media is largely indirect, affecting voters through its effects on cognition. Data were collected through 388 telephone interviews conducted with randomly selected subjects in October 1985. Data analysis indicated that news media attention to the campaign did appear to have both direct and indirect effects on the probability of voting. References, figures and tables are appended. (DF)

ED 271 624 CE 044 738

Posluszny, Mark; Ralston, Jo'lene, Ed.
Vocational Special Education. Teacher Training Module #8.
Correctional/Special Education Training Project.
Eastern Kentucky Univ., Richmond. Dept. of Correctional Services.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 86
NOTE- 343p.; For related documents, see CE 044 730-737.
GRANT- G008303696
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; Adult Education; Competency Based Education; *Correctional Education; *Curriculum Development; *Disabilities; Educational Needs; Evaluation Criteria; Postsecondary Education; Prisoners; Program Implementation; *Special Education; *Teacher Education; *Vocational Education; Young Adults

This module, which is one in a series of training packages intended to train educators working with handicapped adolescents and young adults in correctional settings, deals with developing special vocational education programs for incarcerated individuals. Addressed in the individual sections of the module are the following topics: the rationale for vocational special education within correctional facilities, the skill areas and knowledge necessary for offenders to obtain and maintain competitive employment, procedures for writing skills as complete behavioral objectives, identification of current and future training sites/situations for programs, procedures for obtaining instructional materials and recommended activities for inclusion in a vocational special education program, and formulation of specific plans to design a vocational special education program. The module includes instructional design specifications (module title, competency statement, rationale statement, prerequisites); module objectives; evaluation procedures and criteria, learning activities and alternatives; a content outline; references; handouts; overhead transparency masters; and a training evaluation form. (MN)

ED 271 638 CG 019 174

Britton, Patti O., Ed.; And Others
Issues of the '80s: Infertility, Child Sexual Abuse, Sex Roles, Herpes & AIDS, Single Parents, and Latchkey Children.
Planned Parenthood Federation of America, Inc., New York, NY. Education Dept.
PUB DATE- 84
NOTE- 43p.
AVAILABLE FROM- Education Dept., Planned Parenthood Federation of America, Inc., 810 Seventh Avenue, New York, NY 10019.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Bioethics; *Child Abuse; Family Life; Latchkey Children; *Males; *One Parent Family; Prevention; School Activities; *Sex Role; *Sexual Abuse; *Sexuality; Venereal Diseases
IDENTIFIERS- Acquired Immune Deficiency Syndrome; *Controversial Materials; Infertility; Intimacy; Premenstrual Syndrome

This issue of Emphasis contains 10 articles dealing with important issues for the 1980s. "A Place for Youth" (L. Lefstein) discusses programs for latchkey children. "Transcending the Norm" (S. Miller Perry) describes a black single parent program in Washington, D.C. "Safety First" (M. Stone and L. Loontjens) presents a child sexual abuse prevention program. "Partners for Protection" (P. Russo) describes an in-school program on child sexual abuse prevention. "Close-up" presents an interview with Alexander Capron on bioethical issues. "New Meanings for Men" (B. Crane) examines changing male roles and intimacy. "Supportive Solutions" (P. Kies-Lowe and L. Safron) discusses new ways of dealing with infertility. "Herpes and AIDS: Managing the Mania" (A. Hoffman) focuses on ways to enlighten professionals and the media about current health concerns. "Making Sense of the Syndrome" (J. Omelchuck) describes a program for helping women who suffer from premenstrual syndrome. "What's Love Got to Do with It? (B. Petrich) discusses intimacy in relationships. An 18-page annotated bibliography dealing with topics such as intimacy, child sexual abuse, pre-menstrual syndrome, infertility, herpes and AIDS, bioethics, and latchkey children is appended.

ED 271 667 CG 019 206

Student and Staff Victimization. NSSC Resource Paper.
National School Safety Center, Sacramento, CA.

SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Apr 86
NOTE- 16p.; For NSSC documents on drug traffic and abuse in schools, and a safe schools overview, see CG 019 205 and CG 019 207.
GRANT- OJJDP-85-MU-CX-0003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Crime; Elementary Secondary Education; School Law; *School Security; Student Rights; *Victims of Crime; *Violence; Youth Problems

Schools today face serious, daily threats to the safety of students and staff. Students and school employees become victims when experiencing a crime against themselves or when threatened by the perpetration of a crime. On school grounds, these crimes are most often assaults, robberies, and extortion. Recent studies have highlighted the pervasiveness of victimization problems. Through legislation and court decisions, the student's right to a safe school environment has begun to be recognized. To deal with the problem of school safety, educators must assess the nature of their particular problem. A standardized reporting procedure of criminal and violent acts is required. Prevention strategies include clear school policies, workshops and seminars, peer-tutoring corps, adults on campus, community committees, law-related education curricula, in-service training, special student activities, assertiveness training, safe corridor programs, buddy systems, and victim witness programs. Successful intervention strategies include teacher training, arbitration and mediation, community newsletters, and safe school legislation. Response strategies include immediate arrest and media contact, interagency crisis referral team, safe schools/internal affairs department, youth re-entry programs, victimization adjustment classes, school board policies, retraining alternatives, and schedule adjustments. (Local victimization programs, national resource organizations, and sources of relevant literature are listed.) (ABL)

ED 271 724 CS 008 485

Hill, Charles H.

An Evaluation of Two Forms of Oral Reading as a Means of Intermediate Social Studies Instruction.

PUB DATE- 83
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Content Area Reading; Intermediate Grades; Learning Strategies; Reading Comprehension; *Reading Research; Reading Skills; *Reading Strategies; *Social Studies; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Round Robin Reading

A study examined the effects of "round robin reading" (RRR) as an instructional procedure in social studies. Specifically, the study asked whether an oral textbook presentation had a significant effect on learning social studies material and if grade level, reading level, social studies knowledge, and gender significantly affected the type of textbook presentation. A total of 166 fourth, fifth, and sixth grade students and ten teachers in a small rural-oriented, suburban middle class school participated in the study. Teachers taught in their usual manner and each was assigned randomly to present the material either by RRR, having students take turns reading to the class while other students follow along, or silent reading by students only. Round robin reading appeared to be an ineffective and destructive instructional method, and although silent reading of the text appeared to be generally more effective, controlling for social studies knowledge or reading ability caused teacher reading of the text to appear the most effective mode of textbook presentation. Silent reading may be more effective for good readers while teacher reading may be more effective for weaker students. (SRT)

ED 271 738 CS 008 511

Brewer, William F.; Ohtsuka, Keisuke
Story Structure and Reader Affect in American and Hungarian Short Stories. Technical Report No. 375.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 48p.
CONTRACT- NIE-C-400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; College Students; Higher Education; Learning Processes; *Learning Theories; *Reader Response; *Reader Text Relationship; Reading Attitudes; Reading Interests; Reading Materials; *Reading Research; Research Methodology; *Short Stories
IDENTIFIERS- *Story Structure

Forty-eight college students participated in a study that (1) explored the degree to which the reader response technique developed by W. F. Brewer and E. H. Lichtenstein to study artificial texts could be applied to natural texts, and (2) compared texts written over a wide time period and from two different literary traditions (six American and six Hungarian short stories written in two different time periods). The stories were divided into five roughly equal parts. After reading each part, subjects completed affective reader response scales that measured suspense, curiosity about the past, curiosity about the future, surprise, and irony. After reading the entire story, the subjects completed a questionnaire dealing with such issues as overall liking, degree of completeness, and degree of empathy. The overall pattern of results provided support for Brewer and Lichtenstein's structural-affect theory and showed that the reader response technique they developed for use with artifical texts could be used for natural texts. In addition, suspense and empathy were found to be particularly important variables in producing story liking for both American and Hungarian stories, and there were few differences in findings between the older stories and the more recent ones. (Appendixes contain a list of the stories and copies of the scales used in the study.) (FL)

ED 271 766 CS 209 880

Parsons, Patrick R.
Toward a Theory of Cable Rights.
PUB DATE- Aug 86
NOTE- 68p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cable Television; Civil Rights; Communication (Thought Transfer); *Federal Regulation; Freedom of Information; *Freedom of Speech; *Government Role; *Information Sources; Models; *Television Research; Theories
IDENTIFIERS- *Social Utility Models

Noting that the fundamental philosophical barrier to fashioning an appropriate model of cable television rights is the equitable balancing of individual and collective First Amendment claims against the medium, this paper offers an approach for such a balancing that is based on the underlying dimension of the inherent social utility in expression. Various models of cable rights (Print, Broadcast, Public Forum, Common Carrier, and Public Utility) are tested against the resultant standard and each is found defective on either practical or philosophical grounds. It is suggested that under current constitutional interpretation only the Print model of cable rights is logically acceptable and as such nearly every form of federal, state, and local control over cable violates the First Amendment rights of the cable operator. However, since this conclusion does not satisfy the proposed aim of constitutional balancing, there should be a reinterpretation of the pivotal "Tornillo v. Miami Herald" case that would leave intact the outcome of the case as it pertains to newspapers, but would eliminate the possibility of generalizing the case to cable. This would permit the adoption of equitable balancing on the legitimate basis of market monopoly in one specifically defined medium, resulting in a model of cable rights that services the valid claims of the collective while preventing unwarranted infringement of the operators's rights. The paper's 131 footnotes are appended. (FL)

ED 271 839 EA 018 616

McLaughlin, Milbrey W.; Pfeifer, R. Scott
Teacher Evaluation: Learning for Improvement and Accountability and Case Studies.
Stanford Univ., CA. Stanford Education Policy Inst.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- SEPI-86-5; SEPI-86-5A
PUB DATE- Jan 86
NOTE- 253p.
GRANT- NIE-G-83-0003
AVAILABLE FROM- Publication Sales, Stanford Education Policy Institute, CERAS Building 402S, Stanford University, Stanford, CA 94305 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Case Studies; Educational Environment; Educational Improvement; Elementary Secondary Education; *Evaluation Methods; Evaluation Problems; Incentives; Motivation Techniques; Organizational Development; *Organizational Effectiveness; School Districts; School Organization; Self Evaluation (Groups); *Staff Development; Teacher Administrator Relationship; *Teacher Evaluation; *Teacher Improvement; Teacher Response

The study reported in this paper builds upon earlier research designed to examine issues associated with initiating an effective teacher evaluation effort and integrating it into district practices. The paper describes four districts which have made substantial progress in initiating and organizing teacher evaluation programs and presents the view that teacher evaluation is primarily an organizational problem, not a technical one. Introductory comments suggest that evaluation is central to teaching quality and educational reform but that interest in evaluation far outruns the level of effective practice. The four districts that successfully began programs are briefly described in chapter 2, as are lessons offered by the organizational processes involved. Chapter 3, "Organizational Change for Teacher Evaluation," analyzes factors that promote implementation of evaluation programs, including trust between teachers and administrators and commitment to organizational improvement. Enabling conditions that combine to set the stage for a meaningful program are: a triggering event, environmental stability, strong leadership, and active teacher involvement. Chapter 4, "Evaluation Processes and Procedures," concludes that, for most districts, teacher evaluation requires fundamental organizational change in values and practices. Chapter 5, "Accountability and Improvement: Outcomes of Evaluation," details multiple outcomes associated with practices that have enabling characteristics. The conclusion discusses enabling conditions, planning and implementation strategies, and self-evaluation activities. Twenty-six references are given. An addendum to the report contains five appendices, the first describing the study methodology and the other four presenting data gathered during program implementation in three California school districts--Santa Clara Unified, Mountain View-Los Altos, and Moraga--and one district in North Carolina, Charlotte-Mecklenberg. Included are descriptions of each district's setting, evaluation program strategy, staff development and teacher evaluation outcomes, remaining obstacles to overcome, and policy context. (CJH)

ED 271 866 EA 018 655

van Velzen, W. J. J.
Government Policy and the Framework of a Core Curriculum for Junior Secondary Education.
PUB DATE- 18 Apr 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Curriculum Research; *Federal Programs; Foreign Countries; *Government Role; *Government School Relationship; Middle Schools; School Community Relationship; Secondary Education
IDENTIFIERS- *Netherlands

Middle school curriculum development in the Netherlands is following two divergent paths, and the central government should bring about unification. This paper describes change in administrative dominance of curriculum and management of curriculum programs since 1975, analyzes outcomes, and recommends unification. After program initiation, individual schools received support from the Curriculum Development Foundation and the educational establishment. Government and local community involvement remained minimal. The government, directing the foundation to extend the experiment on a national scale, brought a shift from the school level to a national level. In 1983, a second path taken by the government involved recommendations for middle school students. Although the government initiated both paths, in theory it is only marginally concerned with the educational content. The first approach, involving schools, the foundation, and education organizations, draws topics from society into the school. The second approach, which mobilizes the community, inclines toward academic and traditional subjects. Primarily, plans have been discussed rather than changes made in content. The government should unify the two lines of development by establishing parameters in which the foundation would resume its main role and by incorporating practical application of academic subjects. (CJH)

ED 271 880 EA 018 670

Brown, Rexford
Education Advisory 1985: For People Who Care about Elementary and Secondary Education.
Education Commission of the States, Denver, Colo.
PUB DATE- Dec 84
NOTE- 60p.
AVAILABLE FROM- ECS Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 (Order No. GP-85-1; $10.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Change Strategies; *Educational Improvement; *Educational Policy; Educational Quality; Elementary Secondary Education; Policy Formation; School Effectiveness; Teacher Effectiveness

An overview of basic information needed for exercising educational leadership is provided in this handbook. The first section reviews demographic influences, economic influences, social and political forces, and what all of these influences mean for policy makers. The optimum conditions under which students learn are discussed in the second section. Characteristics of good teachers and good schools are listed in the third section. The fourth section describes six areas in which recent major reports have indicated a need for reform: educational goals, cooperation among institutions and agencies, access to knowledge, the formal curriculum, the hidden curriculum, and student achievement. The fifth section focuses on the nature of schools as developing organisms and on methods that schools can use to enhance and direct their development. Methods that states and districts can employ to help schools improve are examined in the sixth section. Publications produced by the Education Commission of the States on teachers and teaching, school improvement, educational excellence, student achievement, law and education, school finance, governance, higher education, and other topics are listed in the seventh section. Appendixes present statistics on educational costs and enrollments. (PGD)

ED 271 894 EA 018 692

Bates, Richard
Instructional Leadership and Educational Control: A Cultural Perspective.

PUB DATE- Apr 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Capitalism; Critical Thinking; *Educational Administration; *Educational Theories; Educational Trends; Industrialization; *Instructional Leadership; Management Systems; *Politics of Education; Professional Autonomy; School Role; Teacher Characteristics; *Teaching (Occupation); Technology

The concept of instructional leadership is constrained by social conventions that derive from a technical notion devoted to managerial rather than educational ends. This paper analyzes (1) assumptions held about leadership and instruction, (2) these notions in other contexts and practices, and (3) effects of such practices on the lives of teachers. The notion of leadership is devoid of educational purpose because moral discourse has been abandoned for the technical discourse of managerialism, so that education is regarded as a production process. In the development of industrial capitalism, the most successful alternatives to owner control of the production process have been based upon bureaucratic systems of rule specification, incentives, and task evaluation. That schools were not matching production of knowledge with the wider society was presented as a managerial problem, to be solved by translating technical knowledge rapidly into the schools. The accompanying ideology has led to a deskilling of teachers' traditional craft and a reskilling in terms of managerial work, but with restrictions on responsible autonomy. A theory of education as a form of cultural politics will recover its essential social and moral basis. (CJH)

ED 271 552 CE 044 609

Navaratnam, K. K.

Implications of the U.S. Cooperative Extension Service for Agricultural Extension in Developing Countries.

PUB DATE- 11 Apr 86

NOTE- 7p.; Presented at the Annual Conference of the Association for International Agricultural Education (2nd, Chevy Chase, MD, April 11, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Agency Cooperation; *Agricultural Education; *Change Strategies; Comparative Analysis; Coordination; Developing Nations; Educational Practices; Evaluation Methods; *Extension Education; Models; Organizational Effectiveness; Personnel Evaluation; Postsecondary Education; *Program Improvement; Promotion (Occupational); Recruitment; *School Role; Staff Development

IDENTIFIERS- *Cooperative Extension Service; Sri Lanka

A study compared the organizational form and functional activities of the U.S. Cooperative Extension Service with agricultural extension activities in Sri Lanka and recommended ways of improving such programs in developing countries. Distinctive differences were found in the organizational set-up, subject-matter coverage, approach to clients, program planning process, staff recruitment and development, and participation of youth in the extension programs in each of the two countries. Policy recommendations formulated as a result of the study included the following: (1) a formal functional relationship should be established between agricultural extension and the higher education institutions; (2) policy decisions should be made by appropriate government agencies to free extension personnel from performing nonextension activities; (3) the number of subject-matter specialists should be increased; (4) advisory committees should be organized at each hierarchy level of the organizational structure of the agricultural extension; (5) an evaluation unit should be organized as a part of the agricultural extension organization; (6) extension programs should be carried out through organized farmer groups; (7) personnel competency levels should be improved through systematic staff recruitment and development; (8) promotion criteria should be established for all extension personnel; and (9) adequate working relationships should be established and maintained at local levels between agricultural extension and other public and private institutions. (MN)

ED 271 567 CE 044 658

Barnow, Burt S.
Labor Market Changes in the Next Ten Years. Issue Paper No. 4.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Mar 86
NOTE- 30p.
GRANT- 99-5-1272-003-02
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Educational Needs; Educational Trends; Employment Opportunities; Employment Patterns; *Employment Projections; *Futures (of Society); *Labor Force; Labor Force Development; Labor Market; *Labor Needs; Labor Supply; Minority Groups; Occupational Surveys; Unemployment
IDENTIFIERS- United States

Although projecting what the labor market will be like in 10 years is extremely difficult, it is useful to consider what is in store for the nation in terms of employment. In 1985, the civilian labor force of the United States averaged 115 million persons, with 8 million (7.2 percent) unemployed. Unemployment was much higher for young people and minority groups. It is expected that the labor force will grow by 15.6 million people between 1985 and 1995. The growth rate will vary considerably, however, among various demographic groups. The labor force is projected to be concentrated among prime-age workers, with a slightly higher median age than in 1984. The majority of growth is expected to result from increasing labor force participation by women. Employment opportunities will not change dramatically over the next 10 years. Although some professions will have substantial growth, the demand for labor among most professions will remain constant or increase slightly. Demand and supply should hold steady. One clear trend that is emerging is that persons entering the labor force have more years of schooling than those they replace. Although this fact should

mean that workers are more adaptable to change in the workplace, this may not be the case, since the quality of schooling has declined. With the changes taking place in technology, the labor market needs more responsive educational institutions to meet the demands of the next 10 years and beyond. (KC)

ED 271 581 CE 044 681

Tracy, Carolyn; Showers, Alene

Focus on Questioning: Skills for Paraprofessionals. Trainer's Guide.

Chemeketa Community Coll., Salem, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 86
NOTE- 11p.; For a related guide, see CE 044 682.
AVAILABLE FROM- Dr. Wayne Haverson, Oregon State University, Corvallis, OR 97331 (including videotape).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Discovery Learning; *Paraprofessional School Personnel; *Questioning Techniques; Staff Development; Teaching Skills; *Training
IDENTIFIERS- *6PQ Method for Discovery Learning

This trainer's guide is intended for use in conjunction with a companion videotape, "Focus on Questioning." It includes an overview of the video for the trainer and a master copy of the handout to be used by paraprofessionals. The videotape is designed to be viewed either individually or in groups. The tape and the handout present the 6PQ Method for Discovery Learning, which involves six levels of questioning for successful learning sessions. An evaluation form to be completed by the paraprofessional is provided. (YLB)

ED 271 610 CE 044 722

Gormley, Wilma; Rosensweig, Fred
Facilitator Guide for Conducting a Team Planning Meeting. WASH Technical Report No. 32.
Camp, Dresser, and McKee International, Inc., Arlington, VA.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.
PUB DATE- Nov 85
NOTE- 55p.
CONTRACT- 5942-C-00-4085-00
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Developing Nations; *International Programs; *Management Development; *Management Teams; Planning; Postsecondary Education; *Sanitation; *Staff Meetings; *Team Training; Teamwork; Technical Assistance; Water Treatment; Workshops
IDENTIFIERS- *Water and Sanitation for Health Project

This document contains guidelines for running team planning meetings for the Water and Sanitation for Health (WASH) project, a technical assistance activity of the Agency for International Development. The document is divided into two sections. Section 1 focuses on the team planning concept and the role of the facilitator. Section 2 contains the procedures for conducting each of the 10 sessions that make up the two-day planning event. The WASH team planning meeting focuses on the following elements: (1) background of the assignment, (2) identification of the clients for the assignment, (3) analysis of the scope of work, (4) definition of the end product, (5) agreement on key team issues, and (6) development of a detailed work plan. In addition to the core design for a team planning meeting, two alternative designs also are provided. One offers suggestions for preparing a single consultant for an assignment; the other offers suggestions for preparing teams that are not going overseas. Although these guidelines were developed for WASH, they are relevant to any organization that uses short-term teams and could be adapted with minor modifications for use by other organizations. (KC)

ED 271 682 CG 019 221

Indian youth Alcohol and Substance Abuse Prevention Act Committee on Education and Labor Report to Accompany H.R. 1156. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

REPORT NO.- House-R-99-733-Pt-1
PUB DATE- 1 Aug 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; *Alaska Natives; Alcoholic Beverages; Alcoholism; *American Indians; Children; Drinking; Drug Abuse; *Federal Legislation; Prevention; Youth Problems
IDENTIFIERS- *Alcohol Abuse; Congress 99th; *Substance Abuse

This document presents a report from the House of Representatives Committee on Education and Labor concerning H.R. 1156, The Indian Youth Alcohol and Substance Abuse Prevention Act. An amended version of the bill, which was proposed to coordinate and expand services for the prevention, identification, treatment, and follow-up care of alcohol and drug abuse among Indian youth, is included. The six titles of the bill are presented as being concerned with: (1) inter-departmental agreement and coordination of services; (2) education; (3) family and social services; (4) law enforcement; (5) Indian youth alcohol and substance abuse treatment and rehabilitation; and (6) definition of terms. Other sections of this report discuss a summary of the legislation, the legislative history of the bill, and the need for the legislation and provisions of the bill. An explanation of each title of the bill is provided and committee recommendations are given. Oversight, cost estimate, and inflationary impact of the bill are considered and a section-by-section analysis of H.R. 1156 is provided. Finally, changes in existing law made by the bill are reported, specifically changes in the Indian Elementary and Secondary School Assistance Act, the Indian Education Act, the Adult Education Act, and the Education Amendments of 1978. (NB)

ED 271 752 CS 209 806

Zhao, Xinshu; Chaffee, Steven H.
Political Ads vs. News as Sources of Issue Information.
PUB DATE- Aug 86
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Advertising; Elections; *Mass Media Effects; News Media; *News Reporting; *Politics; *Television Commercials; *Television Research; Television Viewing
IDENTIFIERS- Advertising Effectiveness; Audience Response

A study reexamined survey data collected in late October 1984 in order to test the validity of the generalization that people are influenced more by television ads than they are by television news. Sampling was based on random digit dialing in Dane County, Wisconsin, and 416 interviews conducted by telephone. Data analysis indicated that the contribution of television news to issue awareness is relatively insignificant, and that television advertising has even less effect on viewers than does the news. (The survey instrument plus references and data tables are appended.) (DF)

ED 271 782 CS 209 939

Tchudi, Stephen N., Ed.; And Others
English Teachers at Work: Ideas and Strategies from Five Countries.
International Federation for the Teaching of English.
REPORT NO.- ISBN-0-86709-165-7
PUB DATE- 86
NOTE- 309p.
AVAILABLE FROM- Boynton/Cook Publishers, Inc., 52 Upper Montclair Plaza, P.O. Box 860, Upper Montclair, NJ 07043 ($11.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Techniques; Drama; Educational Assessment; Educational History; *Educational Practices; *Educational Trends; *English Curriculum; *English Instruction; Evaluation Methods; *Foreign Countries; Literature Appreciation; Multicultural Education; Oral Language; Poetry; Reading Instruction; Teaching Methods; *Theory Practice Relationship; Writing Instruction
IDENTIFIERS- Australia; Canada; England; New Zealand; United States

Conceived at an executive board meeting of the International Federation for the Teaching of English, this book describes the classroom practices of English teachers in Australia, New Zealand, Canada, England, and the United States. The 82 articles are divided into the following areas: (1) a history of teaching English in each country; (2) new directions in teaching English (megatrends in English teaching, the English primary school, and English teaching in the 80s and 90s); (3) the teaching of literature and reading (fantasy, personalized reading programs, English and reading in the new media, poetry, and responses to literature); (4) the teaching of writing and the composition process; (5) oral language and drama; (6) language and learning; (7) multicultural education; (8) classroom management (resources and constraints, organizing for television study, and individualized poetry instruction); (9) the English curriculum; and (10) evaluation and assessment in English. (HOD)

ED 271 811 EA 018 553

Russ-Eft, Darlene F.; And Others
Issues in Elementary and Secondary Education, 1978-1979.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- National Center for Education Statistics (DHEW), Washington, D.C.
REPORT NO.- AIR-SAGE-TR-10
PUB DATE- Feb 80
NOTE- 78p.; Prepared by the Statistical Analysis Group in Education.
CONTRACT- 300-78-0150
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Educational Finance; *Educational Policy; Elementary Secondary Education; *Equal Education; Models; Public Opinion; *Public Support; *School District Autonomy; Systems Approach

Interrelationships among policy issues facing education in 1978 and 1979 are explored in this paper. The policy issues covered are based on over 1,000 concerns raised during an issue identification project that involved reviewing documents and interviewing educators. These concerns were sorted into categories in a process that led inductively to a model of the events in education systems that generate statements of concern. That is, an event in one issue area will generate concerns affecting policy in another area, and these new concerns may be voiced in several forms. None of the issues is isolated; all either affect or are affected by others. The specific concepts addressed in this report consist sometimes of single issue areas and sometimes of clusters of issue areas forming a larger concept area. The single or multiple concept areas covered are educational finance, equal educational opportunity, the loss of public confidence, the accountability movement, and the erosion of local control. Figures and tables demonstrate the relationships among issue areas and identify the concerns addressed. Appendixes provide an overview of the policy issue identification process and a report on the results of the concern-seeking interviews with educational policy makers. (PGD)

ED 271 852 EA 018 641

Clarke, Larry
Principal Stress.
PUB DATE- Nov 85
NOTE- 10p.; Paper presented at the Annual Fall Conference of the Arkansas Association of Elementary School Principals (15th, Little Rock, AR, November 10-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Collected Works - General (020)
DESCRIPTORS- Burnout; *Coping; Elementary Education; Job Satisfaction; Mental Health; Performance Factors; *Principals; *Stress Management; *Stress Variables; *Work Attitudes; Work Environment

This paper describes the symptoms and ways of coping with chronic stress and briefly discusses effects of job related stress on school principals. Although stress is a normal condition, the symptoms should be identified. Under long-term stress individuals may experience six types of reactions, such as feelings of fatique and difficulty sleeping. School principals, who spend many hours daily dealing with individuals' problems, are exposed to considerable stress. Five factors are integral to coping with stress: control, success, satisfaction, support, and variety. These factors and other coping mechanisms are given practical application in narrative discussion. (CJH)

ED 271 910 EC 190 218

Smith, Douglas K.; And Others
K-ABC/WISC-R Relationships for Students Referred for Severe Learning Disabilities.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Apr 86
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Hollywood, FL, April, 1986).
GRANT- HD-05951
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Intelligence Quotient; *Learning Disabilities; *Scoring; *Test Use
IDENTIFIERS- *Kaufman Assessment Battery for Children; *Wechsler Intelligence Scale for Children (Revised)

The study examined the relationship between performance on the K-ABC (Kaufman Assessment Battery for Children) and the WISC-R (Wechsler Intelligence Scale for Children--Revised) for 67 students being considered for placement in a private school in a midwestern metropolitan area that serves students with severe learning disabilities. All were referred for evaluation as a result of serious academic or academic/behavioral problems. Of the 67 students referred, 32 were identified as severely learning disabled (LD) and were accepted for placement in the school and 35 were not accepted but were diagnosed as emotionally disturbed, behaviorally disordered, educably mentally retarded, or were nonhandicapped. As a part of the diagnostic process all 67 were administered both the K-ABC and WISC-R in counterbalanced order. The correlational results of the study documented strong relationships among all of the global standard scores on both instruments. Individual performance patterns for the LD students showed a tendency for scores on the Simultaneous subtest to be greater than scores on the Sequential Processing and Performance IQ subtests which themselves tended to be higher than the Verbal IQ subtest scores. (CL)

ED 271 596 CE 044 701

Musell, R. Mark
Employee Turnover in the Federal Government. A Special Study.
Congress of the U.S., Washington, D.C. Congressional Budget Office.
PUB DATE- Feb 86
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Blue Collar Occupations; Clerical Occupations; *Employment Patterns; *Federal Government; *Government Employees; *Labor Turnover; Managerial Occupations; Professional Occupations; Technical Occupations; Wages; White Collar Occupations

A study of employee turnover in the Federal government showed that in 1984, about 195,000 full-time, nonpostal Federal workers with permanent appointments left Federal jobs or transferred to other Federal agencies--representing a turnover rate of 11.5 percent. The turnover was about three percentage points higher for white-collar workers than for blue-collar workers. Among white-collar workers, turnover varied by occupation and length of time on the job. Based on a review of voluntary separations, clerical workers showed the highest turnover among the government's major white-collar occupational groups--with rates standing at nearly twice that for all groups. Workers with few years on the job also showed high turnover. Those with five years of service or less had a turnover rate more than twice that for all workers and more than 20 times that for workers with more than 25 years on the job. Comparison with the private sector showed that Federal turnover is relatively low, but the differences depend on what data are used and the different structures of opportunity in the government and the private sector. The private sector may have only a two percent higher quit rate when all factors are taken into account. Turnover data can be used in management decision making. Costs associated with turnover can be large; however, using lower-cost new employees may offset the costs of training. The effectiveness of quit rates as a management tool will depend on how they are used; factors other than pay need to be taken into account in adjusting for turnover. (Eight tables containing turnover data are used in this summary report.) (KC)

ED 271 654 CG 019 193

McLean, Laura L.
Childhood Depression: Theories, Antecedents and Supportive Resources.
PUB DATE- 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Affection; *Affective Measures; Attribution Theory; Childhood Needs; Children; Communication Problems; *Depression (Psychology); Hospitalized Children; Psychiatric Hospitals; Resentment; *Social Support Groups; *Test Validity
IDENTIFIERS- *Childhood Depression

Early detection and measurement of the intensity of childhood depression are important concerns for those treating depressed children. To examine issues of childhood depression, a review of the research was conducted which focused on: (1) childhood depression scales and their effectiveness; (2) correlates and antecedents of childhood depression; and (3) environmental supports of invulnerable children. The first issue--related to childhood depression scales--is represented by two research projects. (1) In a study by Poznanski, Cook, Carroll, and Corzo (1983), the Children's Depression Rating Scale (CDRS) was used to test 30 children in a psychiatric hospital. The results found that the CDRS did measure the severity of depression in the children. (2) In a study by Rotundo and Hensley (1985), the Children's Depression Scale (CDS) and the Children's Depression Inventory (CDI) were administered to 84 children in a psychiatric unit. The results endorsed the validity of the CDS to discriminate between different patient groups, and the CDI was also endorsed. The second issue (the correlates and antecedents of childhood depression) is represented by three studies: (1) Sacco and Graves (1984); (2) Billings and Moos (1983); and (3) Kaslow, Rehm, and Stiegel (1984). These studies found common antecedents of childhood depression which included childhoods lacking affection, burdened with resentment, and exhibiting problems in communication. Depressive children were also found to exhibit negative cognitive attributions similar to those of depressive adults. The third issue is treated in an article by Robinson and Fields (1983) in which two case studies of invulnerable children suggest that, in order to avoid the development of a depressive outlook and to foster self-esteem, a supportive environment or at least one significant other is needed to provide support, encouragement, and positive regard. (NB)

ED 271 697 CG 019 236

Six Steps to Successful Interviewing. How To Build Your Reputation by Picking the Winners.

College Placement Council, Bethlehem, Pa.

REPORT NO.- ISBN-0-913936-19-7
PUB DATE- 86
NOTE- 84p.
AVAILABLE FROM- College Placement Council, 62 Highland Avenue, Bethlehem, PA 18017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Employment Interviews; Evaluation Criteria; *Questioning Techniques; *Skill Development
IDENTIFIERS- *Interviewers

An in-depth examination of the employment interview process is described in this document. The stated purpose of this manual is to help the interviewer understand his responsibilities, minimize interviewing mistakes, learn a systematic interview format, develop questioning techniques, design relevant and legal questions, and evaluate candidates accurately. The first chapter describes interviewer responsibilities and mistakes. Interview format, reviewing a resume, and the steps of an interview are described in the second chapter. The three basic questioning techniques (open, mid-range, and narrow), how to choose a technique, what to ask, and legal issues related to interviewing are discussed in the third chapter. Included in this chapter is a list of Equal Employment Opportunity Commission offices and training exercises on questioning. Tips on evaluating the candidate and completing the evaluation form are given, and a sample evaluation form is included in the fourth chapter. The final chapter discusses methods of reducing selection errors and contains an interview self-checklist. A 33-item interviewing bibliography is included. (ABL)

ED 271 711 CG 019 250

Ralston, Penny A.
Secondary Students' Knowledge of, Attitudes toward, and Experiences with Older Adults. Final Report.
Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- 30 Jun 85
NOTE- 30p.; For related document, see CG 019 251.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Aging (Individuals); Experience; Interpersonal Relationship; *Knowledge Level; *Older Adults; Secondary Education; *Secondary School Students; *Student Attitudes

Demographic trends in the United States indicate that the population is increasingly growing older. The literature suggests that the attitudes of others are critical for the adjustment of the elderly in society. A study was conducted to determine adolescents' knowledge of, attitudes toward, and experiences with older adults. Subjects were 790 secondary school students enrolled in vocational home economics programs in 35 junior and senior high schools in Iowa. Respondents completed the "My Views about Older People" questionnaire which was developed using a variety of standardized scales and items. The preliminary findings revealed that the students surveyed generally had positive attitudes toward older people yet had some stereotyped beliefs regarding older adults. Although their knowledge levels were high, the respondents appeared to have misconceptions related to biology of aging, demographics of aging, "age-related" personality traits and interests, competence/effectiveness and aging, and services for older people. Most respondents had experiences with older people, but activities seemed to be of short duration and low frequency. Most respondents also had experiences with a specific older person who was usually the grandmother. Frequency of contact varied from every day to several times a year. This person was generally described in a very positive way. These findings will be used in planning curriculum for secondary home economics programs. The survey instrument and directions to teachers for administering it are appended. (NB)

ED 271 797 CS 505 311

Apple, Charles
The Case Study Method of Instruction: Achieving Competency in the Organizational Communication Classroom.
PUB DATE- Apr 86
NOTE- 28p.; Paper presented at the Annual Meeting of the Central States Speech Association (Cincinnati, OH, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Case Studies; Higher Education; *Organizational Communication; *Speech Communication; *Teaching Methods

Noting that with the increased popularity of courses in organizational communication, a wider array of pedagogical techniques is required to enhance students' learning experience and thus produce more competent participants in organizational life, this paper presents a rationale and guidelines for the use of case studies as an instructional technique. The paper first defines case studies and discusses the educational value of the technique in terms of enhanced cognitive ability and student interaction. The paper next presents guidelines for the use of case studies, discussing ways that the risks implicit in this method can be reduced, and how cases should be selected. The paper also discusses factors affecting student participation in case study discussion, including instructor style, amount of participation desired, and the discussion techniques to be used for processing the cases. Finally, the paper offers three types of resources for the teachers wishing to use case studies in their courses: (1) a sample case presented with suggestions for processing the data in class; (2) various topics for teacher generated cases; and (3) several sources for an abundance of good cases. (HTH)

ED 271 826 EA 018 596

Scott, W. Richard; Meyer, John W.
Environmental Linkages and Organizational Complexity: Public and Private Schools.
Stanford Univ., CA. Dept. of Sociology.; Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 84
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; Comparative Analysis; *Educational Environment; Elementary Secondary Education; Institutional Environment; *Organizational Development; Parochial Schools; Power Structure; *Private Schools; *Public Schools; *School Organization; School Statistics; Surveys
IDENTIFIERS- California (San Francisco Bay Area)

The environment within which an organization must operate is expected to influence its administrative and program characteristics. Since public schools operate in more complex and conflicting environments than do private schools, it is predicted that they will exhibit greater administrative complexity and less curricular coherence. These predictions are tested and largely confirmed by a review of previous research and in a new study using data from a six-county survey of a sample of private, public, and parochial schools and districts in the San Francisco Bay area. A 53-item reference list and 8 data tables are appended. (Author/TE)

ED 271 867 EA 018 656

Nowak, Jon; Hiatt, Diana Buell
Effects of State Legislation on Selected Curriculum Offerings.
PUB DATE- Apr 86
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Back to Basics; Curriculum Development; *Educational Change; *Educational Trends; Research Needs; School Districts; School District Spending; Secondary Education; *State Legislation; State School District Relationship; Student Needs; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *California

This study focuses on vocational education curriculum and staffing changes among California school districts as a result of 1983 state back-to-basics educational reform legislation (Hughes-Hart Educational Reform Act of 1983). Data were gathered from 1981-86, beginning with baseline data two years prior to, during, and two years after legislation. Research methods include a mailed questionnaire and a telephone survey. Tables summarize data results. Legislation is found to have affected vocational education curricula in terms of decrease in academic offerings and in the loss of teachers. Regionally, southern districts altered their curriculum more because of the new graduation requirements than did northern districts. Business education lost considerably fewer teachers and less enrollment than did home economics and industrical education. Only those vocational education courses seen as relevant and preparatory for jobs survived the change. More vocational instructors were teaching in nonvocational areas. Respondents indicated that students would be better prepared for college as a result of reform but that more students may drop out. More students would be unprepared for the work world because of the decrease in vocational options, according to respondents. Study recommendations address concerns for student preparation. (CJH)

ED 271 926 EC 190 235

Barrett, Dennis; And Others

Intergenerational Volunteer Program in Special Education: A Manual for Implementation.

Allegheny Intermediate Unit, Pittsburgh, Pa.; Pittsburgh Univ., PA. Generations Together.
PUB DATE- 85
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Intergenerational Programs; Older Adults; *Program Development; Program Evaluation; *Program Implementation; Training Methods; *Volunteers; Workshops

The manual is designed to help special education administrators, teachers, and other interested people to develop an intergenerational school volunteer program. Background information on the program serving Alleghany County (Pennsylvania) is provided along with a review of benefits for students, teachers, volunteers, and the schools. Concerns of teachers and volunteers are addressed, based on information collected in a volunteer program involving older persons. Program implementation is covered, including a suggested sequence of 12 steps that will enhance the probability of program success. Strategies touch upon media and community awareness activities. The training process is outlined for five meetings with each meeting including an advanced organizer, an annotated agenda, and related handouts and transparencies. Meetings focus on such topics as working effectively with volunteers, basic information about exceptionalities, and the match between teachers and volunteers. Evaluation information includes sample questionnaires. A list of resources and a 13-item bibliography conclude the document. (CL)

ED 271 941 FL 015 488

Seely, Clinton B.
Intermediate Bengali.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 434p.
CONTRACT- G00-83-2150
LANGUAGE- Bengali; English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bengali; *Form Classes (Languages); Glossaries; *Grammar; Instructional Materials; Pronunciation; Second Language Instruction; *Spelling

A text for intermediate Bengali contains 19 lessons emphasizing grammatical forms and constructions, with some information about the content of personal interactions and information for daily living. Much of the text is in Bengali orthography; bilingual glossaries are appended. (MSE)

ED 271 625 CE 044 741

Hudson, Patricia; Griggs, Shirley A.

Career Education Infused into the Social Studies Curriculum.

PUB DATE- 83
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavioral Objectives; *Career Education; *Curriculum Development; *Educational Needs; Educational Objectives; Elementary Secondary Education; *Fused Curriculum; Program Development; *Social Studies

Social studies teachers can help students develop self- and career awareness by infusing career education into the social studies curriculum. The infusion method of career education is preferred since it can make the content of lessons more relevant for students. In addition, infusion of career education is particularly appropriate in social studies because, more than any other discipline, social studies deals with the movement of society throughout the history of the world and thus with finding one's place in the world of tomorrow. A volunteer committee of teachers and administrators could develop a career education program for infusion into a social studies program. Such as program should include the following objectives: develop heightened self-awareness and self-acceptance, improve decision-making resources and abilities, develop positive attitudes toward work and personal values, clarify the relationship between career and personal goals, and develop character traits necessary for success in a chosen career. The career activities incorporated into the curriculum should include basic job search and money management skills, consideration of the responsibilities accompanying having and raising a family, and the issue of sex bias. A 3-year career education infusion project that incorporated many of these ideas was implemented in the Foxborough Public Schools in Massachusetts. (MN)

ED 271 639   CG 019 178

Roberts, Gloria, Ed.
Evaluating Sexuality Education Programs: An Annotated Bibliography.
Planned Parenthood Federation of America, Inc., New York, NY. Education Dept.
PUB DATE- Apr 84
NOTE- 16p.
AVAILABLE FROM- Education Dept., Planned Parenthood Federation of America, Inc., 810 Seventh Avenue, New York, NY 10019.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Evaluation Methods; *Program Effectiveness; *Program Evaluation; *Sex Education; *Sexuality

This annotated bibliography on evaluation of sexuality education programs was compiled as a tool for sexuality educators interested in measuring the effectiveness of their programs or in learning what evaluations have been done in the field of sexuality education. Part I, Evaluation Methodology, lists 30 publications which deal with evaluative techniques and methodology which may be used to evaluate sexuality education programs. Part II is divided into two sections. Section A, Evaluations of Programs and/or Curricula, contains 23 articles which describe sexuality education programs and evaluate their content. Section B, Evaluations of the Effectiveness of Programs, lists 35 studies evaluating the effectiveness of specific programs as indicated by measured alterations in knowledge, attitudes, and practice. It is noted in the introduction that, where there is an overlapping of information about methodology, program techniques, and results of specific programs, entries have been placed where they would be most appropriate according to the main thrust of the articles. (Author/NB)

ED 271 668 CG 019 207

Safe Schools Overview. NSSC Resource Paper.
National School Safety Center, Sacramento, CA.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.

PUB DATE- Feb 86
NOTE- 8p.; For NSSC documents on drug traffic and abuse in schools, and student and staff victimization, see CG 019 205-206.
GRANT- OJJDP-85-MU-CX-0003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Abuse; Crime; Delinquency; *Discipline; Dropouts; *Educational Environment; Elementary Secondary Education; *School Security; *Student Rights
IDENTIFIERS- *Substance Abuse

U.S. schools must today address problems of crime, violence, drugs, suicide, child abuse, and lack of discipline. Academic issues have recently been in the public spotlight, but the quality of a child's education can be severely affected if the child is not in a safe environment. Crime and violence are a pervasive problem in schools, affecting both teachers and students. Recent surveys have shown discipline to be a major problem in the schools. Poor discipline can result from weak discipline policies. The high national dropout rate of 26% indicates that a large proportion of the adult population will face unemployment, menial jobs, and public assistance. Truancy may be related to daytime delinquency. Children's rights to a safe school environment are being recognized through court decisions and legislation. Drug and alcohol abuse are serious problems for schools, and suicide, child abuse, and child neglect all affect schools. School and law enforcement leaders across the nation must focus attention on providing safer schools. (ABL)

ED 271 725 CS 008 487

Anderson, Betty
A Report on IRI Scoring and Interpretation.
PUB DATE- Apr 86

NOTE- 12p.; Paper presented at the Annual Meeting of the International Reading Association (31st, Philadelphia, PA, April 13-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Informal Assessment; *Informal Reading Inventories; Oral Reading; Reading Ability; *Reading Comprehension; *Reading Diagnosis; *Reading Instruction; *Reading Research; *Reading Tests

Noting that most classroom teachers use informal reading inventories (IRI) as diagnostic instruments, a study examined what oral reading accuracy level is most appropriate for the instructional level and whether repetitions should be counted as oral reading errors. Randomly selected students from the second through fifth grades at two elementary schools in Central Florida were tested and 136 test protocols were analyzed. The findings indicated that criteria of 90% word recognition accuracy with 70% comprehension for passage level one and 94% word recognition accuracy (70% comprehension) for levels two through four should be used with the Joels, Anderson, and Thompson (1983) IRI. The limited data available did not seem to support the inclusion of repetition among scorable errors nor is repetition an important criterion of oral reading accuracy for determining the instructional level on an IRI. (Tables indicating word recognition accuracy at each level of an IRI and percentage of oral reading accuracy with and without repetitions are included.) (SRT)

ED 271 739 CS 008 512

McConkie, George W.; Zola, David

Eye Movement Techniques in Studying Differences among Developing Readers. Technical Report No. 377.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 40p.
CONTRACT- 400-81-0030
GRANT- HD-18116
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Cognitive Style; Dyslexia; Eye Fixations; *Eye Movements; *Individual Differences; Perceptual Development; Reading Difficulties; *Reading Processes; Reading Research; *Reading Strategies; *Research Methodology; Visual Perception

Research involving eye movement monitoring can help in understanding the nature of the mental processes involved in reading, how these develop as one learns to read, and what processing strategies or characteristics are more common in those children who fail to show normal progress in learning to read. First, eye movement records show that the eyes pause longer on some words than on others, move various distances and directions between pauses, and exhibit patterns of movements indicating what is being attended to at different moments, what kinds of processing are taking place, and when processing difficulties arise. Second, eye movement data are useful in analyzing simultaneously collected data, such as brain wave records or oral reading protocols. Finally, eye movement data can be used for controlling experimental manipulations during ongoing reading. The ability to control the nature of the stimulus pattern that is present on any given fixation during reading provides a powerful technique for studying the perceptual processes that are taking place. Research techniques involving the monitoring of eye movements provide powerful new ways of studying the characteristics of the reading process, even when eye movements themselves are not involved in the etiology of the reading disorder. (HOD)

ED 271 753 CS 209 808

Elliott, William R.; Rosenberg, William L.

Gratifications Lost: The 1985 Philadelphia Newspaper Strike and Media Use.

PUB DATE- Aug 86
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Labor Problems; *Media Research; *Newspapers; *Strikes
IDENTIFIERS- *Media Use; Pennsylvania (Philadelphia); *Uses and Gratifications Research

A study examined the relationship between newspaper gratifications sought and media use during and after a 1985 strike by unions of two Philadelphia newspapers, and the compensatory media behaviors, if any, people adopted to make up for the loss of their daily newspaper(s). It was hypothesized that during the strike, people would read more alternative newspapers (nonstriking) then when the newspapers were not on strike, and that during the newspaper strike, people would use compensatory media to satisfy the gratifications no longer served by the striking newspapers. Telephone interviews were conducted during the strike, and approximately three weeks after the strike had been settled, with 357 Philadelphia residents regarding their media use, demographic information, and gratifications sought for daily newspaper use. The completion rate was 55.5%. The results indicated no evidence that entertainment and advertising gratifications were associated with consistent differences in media use among subjects interviewed during and after the newspaper strike. However, media use differed in predictable ways for subjects at that time, primarily when the medium investigated was another newspaper. On the more specific predictions relating surveillance/contact gratifications correlationally with specialized newspapers, news magazines, local television news, and network television news use, a consistent pattern of positive correlations between the surveillance/contact dimension and each of the media use measures occurred. The results suggest that media gratifications are primarily the result of social situation and background factors and not of internal states. (HTH)

ED 271 767 CS 209 889

Kenney, Keith
"Mid-Week Pictorial": Pioneer American Photojournalism Magazine.
PUB DATE- Aug 86
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Journalism; *News Reporting; *Periodicals; Photography; *Photojournalism; Social History
IDENTIFIERS- *Journalism History; Life Magazine; *New York Times

In 1914 (22 years before the inception of "Life" magazine), the "New York Times" began publishing "Mid-Week Pictorial" to absorb a flood of war pictures pouring in from Europe. Several sociological and technological forces shaped "Mid-Week Pictorial" as a pioneer of American photojournalism magazines, including the development of the halftone process, and later the rotogravure process. The strength of "Mid-Week Pictorial" was its use of several large, well-reproduced photographs to illustrate important world news events. With the coming of peace, editors of "Mid-Week" realized that changes in the magazine would be necessary, and the magazine was slowly transformed from one of "news" photographs to a feature magazine. After a period of declining circulation, the magazine was sold in 1936 to Monte Bourjaily, who transformed the weekly by adding staff photographers and photo essays, expanding the magazine, and improving the layout to present the news in pictures as well as in text. The new format included serial novels, book excerpts, and cartoons, as well as wire photographs, and movie, theatre, fashion, and sports news. Largely ignored by historians, the four month period between its sale to Bourjaily and its demise in 1937 brought innovations significant to American magazine photojournalism. Despite those innovations, "Mid-Week" failed just as the heavily promoted "Life" magazine was selling one million copies. But it had adopted a photojournalistic format before "Life," and so deserves recognition for its contributions to pictorial journalism. (HTH)

ED 271 853 EA 018 642

Pountney, Charmaine
Equity and Excellence.
PUB DATE- Aug 86
NOTE- 27p.; Paper presented at the International Intervisitation Programme in Educational Administration (6th, Hawaii, Fiji, New Zealand, August 10-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Responsibility; *Educational Change; Educational Development; Educational Discrimination; *Educational Objectives; *Educational Philosophy; Educational Television; Elementary Secondary Education; Equal Education; Evaluation Criteria; Foreign Countries; Inservice Teacher Education; Management Development; *Nondiscriminatory Education; Social Action; *Social Change
IDENTIFIERS- *Excellence in Education; New Zealand

Working toward the creation of a truly equitable human society demands that school administrators (1) become aware of ways in which educational systems currently collaborate in maintaining inequitable societies and (2) work to change the structures that serve the status quo into structures that support cooperative change. One major task is to reeducate schools, teachers, and the larger society to shift their focus from "schooling" to "education." Schooling (the coercive and controlling structures that produce obedience) disempowers; it focuses on what teachers can make students do. Education, on the other hand (informing, inspiring, encouraging questions) empowers; it focuses on what students are enabled by teachers to do. Another task is to redefine "excellence" in education: to change from a failure-oriented system to a success-oriented system; to focus on a student's all-round humanity and the ability to go on learning, rather than on a limited range of skills; and to shift from summative to formative systems of evaluation. Nine specific suggestions to administrators range from curricula reform and the implementation of antiracist and antisexist policy guidelines to the invention of new, necessary words. A select bibliography is included and a paper detailing specific stategies for change is appended. (IW)

ED 271 881 EA 018 671

Action in the States: Progress toward Education Renewal. A Report by the Task Force on Education for Economic Growth.

Education Commission of the States, Denver, CO. Task Force on Education for Economic Growth.

PUB DATE- Jul 84
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Improvement; *Educational Policy; Elementary Secondary Education; State Boards of Education; State Government; *State Legislation; *State Programs

This report reviews recent state initiatives in education reform, including state legislation, state programs, and decisions by state boards of education. The initiatives have been organized according to the eight recommendations for improvement made by the Task Force on Education for Economic Growth. These recommendations were to (1) develop state plans for improvement, (2) create more effective partnerships for education, (3) marshal essential resources, (4) improve the status of teachers, (5) make the academic experience more productive, (6) provide quality assurance in education, (7) improve leadership and management, and (8) improve service to underserved students. Each recommendation is discussed in a separate section, and each section provides a map showing where initiatives have been undertaken, an overview of general progress in pursuing the recommendations, a listing of some exemplary initiatives, and a profile of a selected state's activities. The report concludes with a brief consideration of ways to consolidate and improve on gains that have been made. Members of the task force for 1983-84, corporate contributors to the task force, publications of the task force, and the chief state school officers and educational policy aides for the states are listed. (PGD)

ED 271 895 EA 018 693

Bates, Richard
The Culture of Administration, the Process of Schooling and the Politics of Culture.
PUB DATE- Apr 86
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Responsibility; Critical Thinking; Cultural Context; *Educational Administration; *Educational Theories; *Educational Trends; Humanistic Education; Management Development; Organizational Change; *Organizational Theories; *Politics of Education; Qualitative Research; Research Methodology; *Social Science Research; Sociocultural Patterns

Theoretical analysis of educational administration as presented by advocates of corporate culture is inappropriately applied to the analysis of schooling. The corporate culture model has diverged from the "New Sociology of Education" approach, which interprets administrative processes as cultural politics (Bates 1983). That "corporate culture" is a commonly held system of beliefs and behaviors in organizations was documented 30 years ago by Whyte (1956). Whyte's concern about the effects of organizational life on individual self-concept is not expressed by contemporary advocates of corporate culture, who treat organizational culture as managerial culture (Deal and Kennedy 1982). Technological transformations are provoking alterations in the social organization of work, from traditional worker controls to bureaucratic manipulation of company culture. This new rhetoric has been swiftly transferred to the schooling processes; for example, Dunigan (1985) favors manipulation of school culture in the pursuit of excellence--a parallel to the managerial notion of "success." Analyses of school and community cultures suggest that good administrators develop a collaborative basis in the articulation of cultural politics. Commitment to education and democratic values means advocacy involvement by teachers, pupils, and parents and implementation of such values. Seventy-seven references are included. (CJH)

ED 271 942 FL 015 665

Zughoul, Muhammad Raji
Restructuring the English Department in Third World Countries.
PUB DATE- 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Administrative Organization; College Curriculum; *Cultural Context; *Curriculum Development; *Developing Nations; Educational Objectives; *Educational Policy; *English Departments; *English Literature; Higher Education; Program Evaluation; Universities

The structure of the university English department in Third World countries is examined with respect to curricula, objectives, policies, and traditions. Examples are drawn from Arab countries, India, Pakistan, and several African countries. The typical syllabus in English has offered a complete coverage of English literature, but little emphasis on language and linguistics. In view of the linguistic and practical needs of students in Third World countries, the validity of maintaining the traditional structure is questioned. Rather, the need is for departments in which language, literature, linguistics, and methodology are incorporated into the curriculum with the objective of building the graduate's linguistic competence in preparation for employment to meet the needs of the developing community. The study of English literature could be carried on in an honors course. Other proposals are that literature be adapted for the purpose of linguistic instruction, taught in the native language, or taught in courses in comparative literature; it could be taught as a verbal art, used as a tool for political study, or incorporated into a general literature curriculum. Any of these solutions would de-emphasize the controversial colonial aspect of English. A bibliography is included. (MSE)

ED 271 582 CE 044 682

Tracy, Carolyn; Showers, Alene
Focus on Listening: Skills for Paraprofessionals. Trainer's Guide.
Chemeketa Community Coll., Salem, Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- 86
NOTE- 19p.; For a related guide, see CE 044 681.
AVAILABLE FROM- Dr. Wayne Haverson, Oregon State University, Corvallis, OR 97331 (includes videotape).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Listening; Listening Habits; Listening Skills; *Paraprofessional School Personnel; *Skill Development; Staff Development; Teaching Skills; *Training

This trainer's guide is intended for use in conjunction with a companion videotape, "Focus on Listening." It includes an overview of the video for the trainer and master copies of the handouts to be used by paraprofessionals. The videotape is designed to be viewed either individually or in groups. The tape and the handouts present a listening model and discuss how paraprofessionals can increase listening by decreasing interferences. These handouts are included: listening model, increasing listening, decreasing interferences, and feedback. An evaluation form to be completed by the paraprofessional is provided. (YLB)

ED 271 553 CE 044 610

Navaratnam, K. K.
Social Competence and Inservice Training Needs of Village Level Extension Agents in Sri Lanka.
PUB DATE- 17 May 85
NOTE- 17p.; Paper presented at Scholars Forum on International Development (Blacksburg, VA, May 17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; *Educational Needs; *Extension Agents; Extension Education; Foreign Countries; *Inservice Education; *Interpersonal Competence; Needs Assessment; Postsecondary Education; Program Improvement; *Rural Areas; Rural Education
IDENTIFIERS- *Sri Lanka

Multidisciplinary training in social competence is of vital importance for service-oriented workers who have direct linkage with baseline citizens. Extension workers should be aware of the nature and characteristics of social science tools and be able to apply them in their daily activities. The following six competencies have been identified as necessary for extension workers: confidence, empathy, autonomy, judgment, creativity, and intelligence. Existing programs for training village-level extension agents cover a variety of subjects in technical areas in agriculture; however, the curriculum lacks emphasis on the development of social competencies. Such training is especially needed at the village level since nearly 60 percent of the village population are peasant farmers. Village-level extension agents must have a thorough understanding of the complex hierarchy of village society. Instruction for agents should be provided both in class and under field conditions through such techniques as group discussion, panels, field visits, camping, and on-site demonstrations. Improving the physical, economic, social, and cultural environment in which extension workers live and interact; participating in social and cultural activities; and maintaining functional relationships with other social institutions are additional ways through which social competence could be developed among village-level extension workers who have direct and immediate links with their clients. (MN)

ED 271 568 CE 044 660

Levitan, Sar A.; Gallo, Frank

The Targeted Jobs Tax Credit: An Uncertain and Unfinished Experiment.

George Washington Univ., Washington, D.C. Center for Social Policy Studies.
PUB DATE- 22 Jul 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Disadvantaged; Employment Opportunities; *Employment Patterns; Federal Legislation; Labor Market; Policy Formation; Program Effectiveness; *Program Improvement; *Public Policy; *Tax Credits; *Unemployment
IDENTIFIERS- *Targeted Jobs Tax Credit

The Targeted Jobs Tax Credit (TJTC), which was enacted in 1978, provided an incentive to employers to hire impoverished youth and other individuals from designated groups. In line with classical economic theory, advocates of TJTC anticipated that the legislation would boost total employment by reducing the cost of employing targeted workers. The Reagan administration opposes extending TJTC on the grounds that: (1) employers used it for workers they would have hired anyway; (2) any additional hiring of targeted workers under TJTC merely displaced other workers; and (3) the potential cost of TJTC could multiply tenfold since it is an entitlement program. Research on effectiveness of TJTC indicated that, at least to some extent, the views of the Reagan administration are justified. If Congress extends TJTC, it should tighten the program's provisions and exercise more diligent oversight to determine the credit's effectiveness. More information should be collected about the program, post-hiring voucher requests should be prohibited, the capability of the U.S. Employment Service should be increased, employers should be required to retain eligible workers for a minimum period to qualify for the tax credit, the wage base for the credit should be increased, the impact of vouchers on job search success should be examined further, and the eligibility determination system should be monitored more carefully. (MN)

ED 271 597 CE 044 702

Training Requirements in OSHA Standards and Training Guidelines.
Occupational Safety and Health Administration, Washington, D.C.
REPORT NO.- OSHA-2254
PUB DATE- 85
NOTE- 64p.; This manual supersedes the November 1979 publication, Training Requirements of OSHA Standards, ED 193 462.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Guidelines; *Labor Standards; *Occupational Safety and Health; *On the Job Training; Postsecondary Education; *Safety Education; *Training Methods

This booklet contains Occupational Safety and Health Administration (OSHA) training requirements, excerpted from OSHA standards. The booklet is designed to help employers, safety and health professionals, training directors, and others who need to know training requirements. (Requirements for posting information, warning signs, labels, and the like are excluded, as are most references to the qualifications of people assigned to test workplace conditions or equipment. The first section of the booklet reviews the voluntary training guidelines as a training model for employers, describes the guidelines, and provides information on matching training to employees. This section is followed by an index of training requirements and the training guidelines for five occupational categories. Guidelines are classified as general industry training requirements, maritime training requirements, construction training requirements, agricultural training requirements, and Federal employee training requirements. Training requirements are correlated with applicable sections of law. (KC)

ED 271 611 CE 044 723

Involuntary Part-Time Workers: Millions the Recovery Left Behind. A First Friday Report.
Full Employment Action Council, Washington, DC.
PUB DATE- 2 May 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; *Employment Patterns; *Employment Problems; Females; *Labor Market; Minority Groups; *Part Time Employment; Salary Wage Differentials; Trend Analysis; *Underemployment; *Unemployment

The number of persons working part-time for economic reasons increased 60 percent (by 2.112 million workers) between 1979 and 1985. Although total wage and salary employment is up since 1979, nearly one in five new positions is a part-time job filled by a worker unsuccessful in finding full-time employment. Sixty-two percent of those working part-time for economic reasons are in the wholesale and retail trades or service sector. Women constitute 62 percent of involuntary part-timers. Although 81 percent of involuntary part-time workers in 1985 were white, a Hispanic worker was nearly 1.5 times and a black worker was nearly twice as likely as a white jobholder to be underemployed. Two-thirds of those who worked part-time for economic reasons were adults; however, young adults were twice as likely to be underemployed. The number of involuntary part-time workers increased in all states between 1979 and 1984. Forty-one states had higher jobless rates in February 1986 than in 1979, before the recessions of 1980 and 1982. The real jobless rates in the communities with the 20 highest unemployment rates in February 1986 ranged from 22.7 to 40.9 percent. (This report includes eight tables summarizing data on involuntary part-time employment by industry/sector, sex, and state; metropolitan areas with the highest unemployment rates; and state-by-state unemployment rates.) (MN)

ED 271 683 CG 019 222

Hugo, Graeme
Population Aging in Australia: Implications for Social and Economic Policy. Number 98.
East-West Center, Honolulu, HI.
REPORT NO.- ISBN-0-86638-078-7
PUB DATE- Apr 86
NOTE- 58p.
AVAILABLE FROM- East-West Center, 1777 East-West Road, Honolulu, HI 96848 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Aging (Individuals); Economics; *Eligibility; Federal Programs; Foreign Countries; *Older Adults; *Population Trends; *Public Policy; Retirement; Social Services
IDENTIFIERS- *Australia; *Social Security

This report begins by recognizing that Australia's recent immigration, fertility, and mortality trends have resulted in a rapid increase not only in the numbers of older Australians but also in their proportion of the total population. After briefly reviewing the contemporary demographic aging of Australia's population and its likely course over the next two decades, this report examines the Australian social security system which is noncontributory and historically has focused on the alleviation of poverty rather than the replacement of earnings. The paper discusses the liberalization of the eligibility criteria for the age pension, widened access to government-subsidized or funded pensions, private superannuation, and the range of services available to the aged. The report examines how these changes have contributed to modifying age at retirement, migration behavior, housing, and living arrangements of the elderly. Recent pressure to change the social security provisions for the aged is considered, some of the proposed changes are reviewed, and their possible effects upon the behavior and well-being of the Australian aged population are briefly addressed. It is argued that the present system disproportionately favors the better-off segments of the older population and that there exists a danger that these inequalities will be exacerbated, especially if a political strategy of across-the-board cutbacks in provisions is preferred to reductions in eligibility for support and services. (Author/NB)

ED 271 698 CG 019 237

Guay, Roland B.
Career Planning and Development. Review of Research: Part I.
College Placement Council, Bethlehem, Pa.
REPORT NO.- ISBN-0-914885-02-2
PUB DATE- 83
NOTE- 206p.; For Parts II and III, see CG 019 238-239.
AVAILABLE FROM- College Placement Council, 62 Highland Avenue, Bethlehem, PA 18017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Career Development; *Career Planning; *College Graduates; *College Students; Higher Education; Individual Characteristics; *Research Needs

This document contains a compendium of research on the career planning and development of college students and graudates. The objectives of this publication are to help individuals involved in career planning and development learn the research findings of studies conducted in the field and to provide guidance to researchers in the field regarding areas needing additional study. The introduction explains the organization of this publication and is followed by: (1) an outline of the career planning and development topics covered by this summary of research which include 24 influence variables and 10 career variables; (2) an index of topics from the outline; (3) an overall summary of the findings reported in the research abstracts; and (4) a brief discussion of areas in the field that appear to need additional research. The majority of this publication consists of 180 one-page research abstracts arranged alphabetically by author. Each abstract summarizes a different study conducted in the field. For each abstract, the title of the study, the author, and the publication source are listed. The remainder of the abstract briefly summarizes the problem, methodology, and major results of the study. The results are presented in a manner that makes them understandable to individuals without statistical training. While studies published through November 1982 are included in this review, plans to periodically update this publication are discussed. (NB)

ED 271 783 CS 209 945

Kosicki, Gerald M.; Pettey, Gary R.
The Interactive Effects of Media Use and Attention: Political Knowledge and the Partisan Supporter Typology.
PUB DATE- Aug 86
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Audience Analysis; *Knowledge Level; *Mass Media; *Mass Media Effects; *Media Research; Models; *Political Affiliation; *Political Attitudes; Schemata (Cognition); Use Studies
IDENTIFIERS- *Media Use

To determine people's use of media during the 1984 presidential campaign, telephone interviews were conducted with 630 heads of households in Dane County, Wisconsin. It was hypothesized that persons with different political orientations would have significantly different media use and attention patterns. The data analysis proceeded in two stages. The first phase involved factor analyzing the various political media attention and interest questions into a set of summary variables that could be used subsequently in an interactive multiple regression model. The second phase involved designing a hierarchical multiple regression equation to help understand the relative contribution of each independent variable to the prediction of the dependent variable, political knowledge. The results show that a person cognitively engaged with the political system, as expressed in a definite political orientation, is likely to know more about politics and be better equipped to learn more readily from political media. The data also added evidence that attention is an important variable in the process of learning from the mass media, and that political identity in terms of partisan support helps in predicting political knowledge. (HOD)

ED 271 798 CS 505 313

Greenberg, Karen

The Issue of Teaching Ethics in the Introductory Speech Course.

PUB DATE- 86
NOTE- 19p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ethical Instruction; *Ethics; Higher Education; *Introductory Courses; *Speech Communication; *Speech Curriculum; Speech Instruction; Teaching Methods
IDENTIFIERS- Speech Departments

An introductory speech communication course should contain a unit on communication ethics so that students learn ethical standards and how they should be applied in creating and delivering a message or responding to a message. One of the many hinderances that accompany incorporating such a unit into the curriculum is the lack of precedence for doing so. In teaching a unit on communication ethics, it may be best to consider that there is no single "right" way to teach ethics, but many good ways. One successful example of application is based on the learning objective that students should be able to formulate in their own words how a communicator can and ought to take responsibility for the means and ends of his or her communication. A three-page bibliography is appended. (DF)

ED 271 812 EA 018 554

Rossi, Robert J.; Gilmartin, Kevin J.
Models and Forecasts of Federal Spending for Elementary and Secondary Education.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- AIR-SAGE-TR-14
PUB DATE- Jun 80
NOTE- 43p.; Prepared by the Statistical Analysis Group in Education.
CONTRACT- 300-78-0150
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; *Federal Aid; Federal Programs; Government Role; Government School Relationship; Higher Education; *Models; Multivariate Analysis; *Prediction; *Predictor Variables; Public Policy; *Statistical Analysis; Trend Analysis

Structural equation models of annual federal expenditures for elementary and secondary education and for higher education were estimated using time-series data extending from 1947 to the later 1970s. The pattern of expenditures for elementary and secondary education proved to follow closely that for higher education. Factors affecting federal expenditures for elementary and secondary education either directly or indirectly (by affecting expenditures for higher education) have included which political party controlled the House of Representatives, the size of the federal budget surplus or deficit, the level of defense expenditures, and the number of arrests of persons under 18 years of age. Testing the forecasting accuracy of the models incorporating these factors revealed that forecasts diminished in accuracy when extended beyond 1 year, that multivariate forecasting techniques proved superior to univariate forecasts based on linear regression, and that a three-period, moving average model performed better than multivariate models when absolute accuracy of single-year forecasts was the sole criterion. Multivariate models provided greater insight into factors influencing change in time series, however, and appeared likely to be more accurate when influencing factors undergo sudden change. Appendixes present illustrative figures. (PGD)

ED 271 827 EA 018 597

Wooten, Charles L.; Wooten, Sharon M.
Effective Communication in Educational Policy Development.
PUB DATE- May 86
NOTE- 11p.; Paper presented at the National Institute on Legal Problems of Educating the Handicapped (7th, Charleston, SC, May 4-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Cooperation; *Educational Policy; *Electronic Mail; Futures (of Society); *Organizational Communication; *Participation; *Policy Formation; Special Education; Technological Advancement; Telecommunications
IDENTIFIERS- SpecialNet

Electronic mail and other telecommunications processes may prove to be valuable tools for the active involvement of educators in legislative and policy development. Involving educators in regulations development could reduce implementation problems significantly. Using electronic media to disseminate policy information to educational agencies and organizations of all types and sizes can enhance the solicitation of individual or group input for policy development at local, regional, state, and national levels. Time delays are limited and costs are held down. SpecialNet is a good example of an electronic mail system that is being used effectively; special education programs use SpecialNet extensively for interprogram communications. The system is also available to other disciplines in education. (PGD)

ED 271 911 EC 190 219

Reschly, Daniel J.
Myths and Realities in Minority Special Education Overrepresentation.

PUB DATE- Aug 85
NOTE- 30p.; Paper presented at the Annual Meeting of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
AVAILABLE FROM- Daniel J. Reschly, Department of Psychology, Iowa State University, Ames, IA 50011.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classification; Educational Trends; Elementary Secondary Education; Intelligence Quotient; *Mild Mental Retardation; *Minority Groups; *Social Bias; Special Education; *Student Placement; *Test Bias; *Trend Analysis

Claims of overrepresentation of minority students in special education programs and the myths and distortions surrounding these claims are the topic of this study. The findings of a report on this topic performed by the National Academy of Sciences is discussed, noting that although the report focused on the right question (why is overrepresentation a problem rather than why does it exist?), it did not fully appreciate the complexity of learning problems exhibited by students with mild retardation. Myths concerning overrepresentation are exposed, including that the most important issue in placement bias litigation is IQ test bias; that overrepresentation is objectionable to minority plaintiffs and social scientists; and that minority mildly retarded students as adults disappear into the normal population and are no longer identifiable as retarded. Changes in the category of mild mental retardation over the past 15 years are analyzed, and the need for genuine reforms to produce more effective programs is emphasized. Suggestions for changes in classification systems and in the development of a broader range of regular education options for students with achievement problems are given. A five-page list of references and data tables are appended. (CL)

ED 271 583 CE 044 685

Ross, Novella; Kurth, Paula
Model Entrepreneurship Programs. Special Publication Series No. 53.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Entrepreneurship Education Consortium.
PUB DATE- 86
NOTE- 260p.; For a related document, see CE 044 686.
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (SN53--$18.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Business Administration; Business Education; Educational Cooperation; *Entrepreneurship; Fused Curriculum; Gifted; Information Networks; Instructional Materials; Linking Agents; Marketing; *Models; Postsecondary Education; Program Descriptions; Rural Education; School Business Relationship; Secondary Education; *Small Businesses; Teacher Education; Workshops
IDENTIFIERS- Colorado; Illinois; Minnesota; New Jersey; New York; Ohio; Oklahoma; Oregon; Tennessee; Wisconsin

This collection contains descriptions of model entrepreneurship education programs submitted by 10 states. The first section deals with the Colorado Network of Small Business Programs and the Colorado Entrepreneurship Education Infusion Project. Described next is a model teacher education program in entrepreneurship education that was implemented in Illinois. The next section outlines a modification of the original Minnesota Model of Small Business Management. Examined in the next two chapters are the Gifted and Talented Entrepreneurship Training Program from New Jersey and the Can I Make Working Work for Me? program from New York. A section on Ohio includes information on model secondary, adult, and postsecondary entrepreneurship education programs; development of successful entrepreneurship through vocational education for secondary and adult students; infusion of entrepreneurship education; and collaboration for entrepreneurship workshops. Following this, the Southeast Oklahoma Rural Entrepreneurship/Industry Demonstration Center project is described. The next section includes information on the Small Business Administration/Development Center and other selected entrepreneurship programs from Oregon. Discussed in a section on Tennesse are model programs for secondary vocational students, adults, and advanced marketing students as well as significant characteristics of the incubation concept. Model programs from Wisconsin are also described. (MN)

ED 271 626 CE 044 743

Walters, Norma J.
National Health Occupations Education Research Conference Proceedings (1st, Auburn, Alabama, April 11-13, 1986).
Auburn Univ., Ala. Center for Vocational and Adult Education.
PUB DATE- Apr 86
NOTE- 217p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations Education; Competency Based Education; Conference Proceedings; Continuing Education; *Curriculum Development; Disabilities; *Educational Research; Learning Modules; Medical Laboratory Assistants; Medical Technologists; Nurses Aides; Nursing Education; Postsecondary Education; Reliability; *Research and Development; Respiratory Therapy; Secondary Education; Teacher Attitudes; *Vocational Education

These conference proceedings contain eight research papers on current findings, trends, and issues on health-related topics that have an impact on health occupations education. Presentations include "Update on Health Occupations Education" (Catherine B. Junge); "Reliability Considerations in Measuring Health Occupations Performance" (James Noel Wilmoth), an analysis of three reasons why reliability is a troublesome concept in educational research; "Types of Continuing Education Available Compared to Types Desired by Small Hospital Laboratory Personnel" (Shirley A. Baker); "Modular Competency-Based Geriatric Nursing Assistant Curriculum" (Dorothy M. Witmer), a report on a study to determine the essential components of a curriculum and development of that curriculum; "Changes in Health Care: Effects on Curriculum Revision" (Beverly Richards), results of a pilot study to examine essential behaviors of respiratory therapists and how and where those behaviors could best be learned; "Post-Secondary Health Occupations Students' Preferences for Accessing, Processing, and Judging Information" (Karen E. Gable); "Attitudes toward Disabled Persons as Perceived by Health Occupations Classroom Teachers" (Norma J. Walters, et al.); and "Nurse and Patient Relationship in B.S.N. Curriculum Development" (Elizabeth N. Stokes). (YLB)

ED 271 655 CG 019 194

Hall, Sharon M.; And Others

Job Seekers' Workshop. Leader's Manual for a Vocational Rehabilitation Strategy.

California Univ., San Francisco. Langley Porter Psychiatric Inst.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
REPORT NO.- DHHS-ADM-85-1424
PUB DATE- 85
NOTE- 58p.
GRANT- H81DA01978
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Drug Abuse; *Employment Interviews; *Job Applicants; Job Application; *Job Search Methods; Program Development; Program Effectiveness; Self Esteem; *Skill Development; *Workshops

This manual describes the Job Seekers' Workshop and its component activities. It is intended as a guide to workshop leaders and discusses technical considerations such as materials, equipment, and recruitment of clients. The introduction states that the workshop is designed to improve job-seeking skills, especially behavior in a job interview, and has as its ultimate goal the increased employment of drug treatment clients. Three studies, two with methadone maintenance clients and one with former heroin addicts on probation or parole, which suggest the effectiveness of the workshop, are briefly reviewed. The philosophy of the workshop is explained and the need to build the client's self-confidence is stressed. A section on preparation for the workshop covers the topics of: (1) facilities, equipment, and materials; (2) videotape equipment; (3) location of the workshop; (4) recruitment of workshop participants; (5) criteria for screening and selection of participants; (6) size of the workshop; (7) adapting the workshop to one person; (8) preparing the clinic staff; and (9) selecting workshop staff. A section on workshop components presents the workshop activities for the eight workshop components ("Introduction and Purpose," "Initial Videotape Experience," "Initial Job Interview," "Job Applications," "Later Job Interviews," "Developing Job Leads," "Final Interviews," and "Closing Summary"). An estimated time allotment, comments to the leader, and suggested remarks are given for each component. Suggestions for follow-up are made. Relevant materials and forms are appended. (NB)

ED 271 669 CG 019 208

Investing in America's Families: The Common Bond of Generations. Hearing before the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-570
PUB DATE- 8 Apr 86
NOTE- 142p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Children; *Family (Sociological Unit); *Family Relationship; Hearings; Older Adults; *Resource Allocation
IDENTIFIERS- Congress 99th; *Interdependence; *Intergenerational Conflict

This document contains witness testimonies and prepared statements from the Congressional hearing called to examine the emotional and financial interdependence of families across generations and their common stake in programs for both young and old. It also takes a critical look at what some see as an emerging conflict between old and young due to financial pressures on families. Opening statements are included from Congressmen Edward R. Roybal, Bill Richardson, Dan Mica, Mike Synar, Robert A. Borski, Richard M. Stallings, and Helen Delich Bentley. Joseph Giordano, a physician at George Washington University Hospital, testifies about the economic and emotional interdependence of generations. Humphrey Taylor, president of Louis Harris and Associates, Inc., discusses the significance of public opinion in relation to issues of potential intergenerational conflict. Mary Bourdette, the director of government affairs for the Children's Defense Fund, discusses the need to invest in children and in their development into healthy and self-sufficient adults. Eric Kingson, a project director with the Gerontological Society of America, presents findings from the Gerontological Society's first report on emerging issues on aging. Paul S. Hewitt, president of Americans for Gerontological Equity, emphasizes the need to invest in families. Appendix 1 contains a summary of Eric Kingson's report "The Common Stake: The Interdependence of Generations" and appendix 2 contains relevant materials and prepared statements submitted for the record. (NB)

ED 271 712 CG 019 251

Ralston, Penny A.; And Others
Enhancing Intergenerational Contact.
Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.

SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
PUB DATE- 86
NOTE- 196p.; For related document, see CG 019 250.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; *Aging (Individuals); Curriculum Guides; *Home Economics; *Intergenerational Programs; Interpersonal Communication; *Interpersonal Relationship; *Older Adults; Population Trends; Secondary Education; Secondary School Students; Student Attitudes

This document is a curriculum module designed to assist secondary school home economic teachers in teaching students about aging. The three major purposes of this module are to provide data-based information on aging related to needs of students to enhance intergenerational contact; to facilitate the expansion of intergenerational contacts by providing experiential activities with older people; and to provide a multi-functional curriculum for any home economics course at any secondary grade level. The introductory sections of the module describe definitions, the organization of the module, application of basic skills, evaluation strategies, and ways to develop intergenerational contacts for students. The module contains four units: (1) perceptions of older people and the aging process; (2) biological/physiological aspects of aging; (3) demographic trends of aging; and (4) intergenerational communication. For each unit, there is a list of major objectives and subobjectives. Units are organized in double pages of four columns that include subobjectives, generalizations, learning activities, and resources. Individual learning activities are number-coded to link the activity to the corresponding generalization. A variety of learning activities and resources are suggested so that teachers may select those most applicable. The appendices, one for each unit, contain factsheets, activity sheets, graphs, case studies, and other materials to aid in teaching the curriculum. (NB)

A Guide to Curriculum Planning in Reading. Bulletin No. 6305.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 86
NOTE- 189p.; For the Guide to Curriculum Planning in English Language Arts, see ED 268 554.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; *Content Area Reading; *Curriculum Development; *Curriculum Evaluation; Elementary Secondary Education; Reading Comprehension; *Reading Instruction; *Reading Processes; *Reading Programs; Reading Skills; Reading Strategies

Defining reading as a dynamic, interactive process involving the reader in constructing meaning, this guide for the elementary and secondary curriculum was designed to facilitate effective and creative decision making by teachers for (1) integrating reading and writing across the curriculum, (2) developing readers who can independently apply appropriate strategies to a variety of texts and tasks for constructing meaning, and (3) developing mature readers who will choose reading as an independent activity during and beyond their school years. The contents of the guide are divided into the following sections: overview, understanding reading comprehension as an interactive process, developing strategic readers, K-12 scope and sequence--skills and strategies, analyzing the curriculum, planning for instruction, organizing for instruction, selecting instructional materials, evaluating the reading curriculum, and contributors to an effective reading program. Included among the many appendixes are a poster for word meaning strategies, a decision-making guide for teaching word analysis, guidelines for using computers in a reading curriculum, criteria for selecting nonprint media for a reading program, several bibliographies and a resource list. (HOD)

Index of IFG Publications for the Years 1982, 1983, 1984 and 1985.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
REPORT NO.- SEPI-86-6
PUB DATE- 86
NOTE- 105p.
AVAILABLE FROM- Publication Sales, Stanford Education Policy Institute, CERAS Building 402S, Stanford University, Stanford, CA 94305 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Cost Effectiveness; *Educational Change; Educational Finance; Educational Innovation; Educational Legislation; *Educational Policy; *Educational Practices; Educational Technology; Elementary Secondary Education; Federal Regulation; Federal State Relationship; Foreign Countries; Governance; *Government School Relationship; Higher Education; *Indexes; Interdisciplinary Approach; Labor Market; Politics of Education; Private Education; Public Policy; Research Utilization; Tax Credits; Tuition

This compilation of 214 monograph abstracts by 109 researchers and practitioners from the United States and several foreign countries encompasses a broad range of topics in education. The monographs report on regulation and legalization in education, finance and cost models, education and labor markets, educational technology, governance, tuition tax credits, and public and private schools. Research was conducted from a vareity of disciplinary perspectives. Several kinds of reports, which are coded, are available. "Project Reports" represent results of specific projects; "Program Reports" include papers written by individuals; and "Policy Papers" are directed at current educational issues affecting development of state and federal policy. Fifteen papers presented for a seminar comprise a complete current source of information on tuition tax credits. Twelve reports prepared for a conference on public and private schools cover a range of topics and include comparative works. An author index is included. (CJH)

Wagemaker, H.
Educational Policy Research in New Zealand: Issues and Challenges.
PUB DATE- Apr 86
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cultural Context; Cultural Pluralism; Educational Change; *Educational Policy; Educational Researchers; Elementary Secondary Education; Foreign Countries; Government Role; *Organizational Theories; *Policy Formation; *Politics of Education; *Public Policy; Research Methodology; Research Needs; Social Science Research; Sociocultural Patterns
IDENTIFIERS- Maori (People); *New Zealand

As exemplified by New Zealand, the nature of educational policy research is shaped by political and social factors that impinge upon the research environment. Following a description of the educational system and research funding methods, this paper analyzes three areas that affect policy research in New Zealand and addresses relevant social science research literature on public policy formation. In regard to the first area, responses from the central government indicate that the minister and his/her political party are able to alter the direction of policy research. The second area concerns the process of agenda setting within the department of education, which is determined by varying perceptions of priorities. Institutional arrangements can create a narrow concept of reform, which has been characteristic of New Zealand's centralized educational system. Policy researchers have neglected to recognize that inherent ethnocentrism in the knowledge legitimation process causes a disjunction among diverse cultural groups. Applied research in Maori culture should derive its focus and concepts from indigeneous interpretations of reality rather than from European academic assumptions. Finally, the operating environment and in particular the influence of labor organizations representing teachers affect research in various ways. The challenge for policy research is to maintain integrity of purpose through an understanding of influential factors. Appended are 26 references. (CJH)

ED 271 882 EA 018 672

Lines, Patricia M.
Teacher Competency Testing: A Review of Legal Considerations. An ECS Working Paper.
Education Commission of the States, Denver, Colo. Law and Education Center.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Department of Education, Washington, DC.; Ford Foundation, New York, N.Y.
REPORT NO.- ECS-LEC-84-6
PUB DATE- Oct 84
NOTE- 24p.; Appended table contains small print.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Competence; Constitutional Law; *Court Litigation; Due Process; Elementary Secondary Education; Employment Qualifications; Equal Opportunities (Jobs); *Equal Protection; Federal Legislation; State Legislation; *State Standards; Teacher Certification; *Teacher Employment; Teacher Evaluation; *Teacher Qualifications
IDENTIFIERS- *Teacher Competency Testing

Factors affecting the acceptance by the courts of teacher employment policies involving competency testing are examined in this report. Policies in 55 states and territories are considered, and the wide variations among the policies and court interpretations of them are noted. Particular attention is paid to constitutional provisions regarding equal protection of the law and due process, and to federal law regarding civil rights. The report recommends that tests be validated and used with caution. Relevant court cases are cited. A table listing the requirements, responsible agencies, and specific state legislation related to teacher certification in each state is appended. (PGD)

ED 271 927 EC 190 236

Nelson, Lynda A.; And Others
Volunteerism: A Manual for Implementation.
East Carolina Univ., Greenville, N.C.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 86
NOTE- 56p.; For the handbook for volunteers, see EC 190 237.
GRANT- G008302282
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Rearing; *Disabilities; Early Childhood Education; *Family Programs; *Helping Relationship; Parent Participation; *Parent School Relationship; *Program Development; Program Implementation; *Volunteers
IDENTIFIERS- *Volunteers in Partnership with Parents

The manual is based on experience with a program developed by the Volunteers in Partnership with Parents Project (VIPP), in which volunteers were used as partners to families with young handicapped children. Preparation factors are considered, including planning for specific tasks of volunteers and providing adequate training to the staff. The VIPP program is designed to help reduce parental isolation and stress by providing support and help with caregiver responsibilities. The program established a Parent Partner Plan which identifies the family's strengths and needs. The VIPP staff extended the volunteer approach to the day care program. Guidelines are offered for recruiting, monitoring, and recognizing volunteers. Appended materials include sample job descriptions of staff roles, a flow chart of the volunteer program in a developmental day care center, and a disciplinary policy for managing inappropriate behavior. (CL)

ED 271 640 CG 019 179

Men and Sexuality: Bibliography of Selected Resources.
Planned Parenthood Federation of America, Inc., New York, NY. Education Dept.
PUB DATE- 85
NOTE- 11p.
AVAILABLE FROM- Education Dept., Planned Parenthood Federation of America, Inc., 810 Seventh Avenue, New York, NY 10019.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Adults; Annotated Bibliographies; Child Rearing; *Fathers; Interpersonal Relationship; *Males; Physical Health; *Reproduction (Biology); *Sex Bias; Sex Differences; *Sexuality
IDENTIFIERS- Intimacy

This selective, annotated bibliography covers a range of topics associated with male sexuality, reproductive health, and sexism. The books listed in this document are organized in five categories which are not strictly exclusive, as most of the entries overlap topic areas. Part I, Men in Society, contains 10 entries dealing with masculinity, discrimination, the mid-life crisis, older homosexuals, male sexuality and intimacy, sex differences, attitudes about rape, and sexism. Part II, Male Reproductive Health, consists of nine entries in the areas of fertility and infertility, pregnancy, sexual dysfunction, family planning, male contraception, hormones, and reproductive health. Part III, Adolescent Male Sexuality, lists seven entries on sex roles and life plans, sexuality education, and adolescent marriages and parenthood. The 10 entries in Part IV, Men in Relationships, deal with American couples, two-career families, marriage, abortion, rape in marriage, remarriage, sexual solutions, and spouse violence. Part V, Fathering, contains 16 entries on children of working parents, creative parenting, fathering, father-son relationships, pregnancy, childrearing, child development, nontraditional families, and family birth centers. (Author/NB)

ED 271 740 CS 008 515

Taylor, Denny; Strickland, Dorothy S.
Family Storybook Reading.

REPORT NO.- ISBN-0-435-08249-3
PUB DATE- 86
NOTE- 116p.; Foreword by Bernice E. Cullinan.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($10.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Early Reading; *Family Involvement; Family Role; *Language Acquisition; *Language Processing; Literacy; *Parent Participation; Picture Books; Reading Aloud to Others; Reading Attitudes; *Reading Material Selection; Reading Readiness; *Story Reading

Drawn from the experiences of actual families as well as from research findings, this book is intended to show parents how storybook reading promotes language and literacy development and instills in children a love of books and reading. Each section of the book contains parent-child vignettes and photographs of families reading books together. The six sections are entitled (1) "Why Should I Share Storybooks with My Children?" (2) "How Can I Make Storybook Reading an Important Part of Family Life?" (3) "How Will Family Storybook Sharing Help My Child to Read and Write?" (4) "What Can I Do to Help My Child Learn More about Written Language While We Are Sharing Books?" (5) "Where Can I Find Good Books to Share?" and (6) "What Should I Look for When I'm Choosing Books to Share with My Child?" An appendix contains names and addresses of book clubs for children, a list of magazines for children, and a list of resources for parents. (FL)

ED 271 754 CS 209 811

Smith, William E.
"SpaceCam": Legal Issues in the Use of Remote-Sensing Satellites for News Gathering.
PUB DATE- Aug 86
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Rights; *Communications Satellites; Conflict; Federal Regulation; Government Role; *Legal Problems; *Media Research; *News Media; *News Reporting; Privacy
IDENTIFIERS- First Amendment; *Media Role

News media representatives foresee a growing use of remote-sensing satellites to gather data, including data that could be used to check government claims about military and other activities occurring anywhere on the planet. The satellite technology is developing rapidly, and several nations and private corporations are involved in separate efforts to market such data to news organizations and other customers. With costs dropping, major news organizations might, in the near future, seek to have their own satellites, and government national security interests, international obligations, and privacy concerns might conflict with media assertions of First Amendment rights to use the data. United States Government decisions to turn the remote-sensing satellite field over to private industry strengthen the media's legal position. News organizations have presented two proposals to resolve the conflicts. The first, which would establish standards for applying national security restrictions, is promising. The second, which would create an exemption for news organizations from present nondiscriminatory data distribution requirements, is seriously flawed. The technology is still young, and news gatherers must explore the many economic, legal, and social issues it raises. (Author/FL)

ED 271 768 CS 209 892

Gerhard, Michael E.
Consonance in Network Prime-Time Programming.
PUB DATE- Aug 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Commercial Television; Mass Media Effects; Network Analysis; Networks; *Programing (Broadcast); Program Length; *Television Research; Television Surveys
IDENTIFIERS- *Consonance; *Television Networks

Television research suggests that three major television networks are following a policy of standardization and that a high degree of consonance in prime-time network programing results from constraints within the networks' organizational, economic, and ideological frameworks. A study further explored these results by examining a list of all regularly scheduled fall network prime-time programs from 1953 to 1984. From 2,891 programs coded into nine categories four hypotheses were generated: (1) the ranks of proportions of prime-time programing content among the networks would be similar; (2) there would be a negative trend in the number of programs offered on the networks' fall prime-time network; (3) there would be a negative trend in the number of program categories; and (4) there would be a positive trend in the average length of regularly scheduled programs. The findings indicated that action/adventure shows and situation comedies have dominated programing, with little diversity in the networks. In 1953 and 1954 there were 147 programs but by 1973, only 63. Program categories varied from a high of 25 in 1955 to 9 in 1979 and 1984; in 1953 and 1954 the average length of programs was 30 minutes, but by 1980 average length was one hour. Results show that the networks have been remarkably similar in content, and that this consonance reduces the ways people can screen themselves from media impact and demonstrates the networks' vested interest in maintaining the status quo. (SRT)

ED 271 828 EA 018 598

Glatthorn, Allan A.
Alternative Processes in Curriculum Development.
PUB DATE- Apr 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Organization; *Curriculum Design; *Curriculum Development; Curriculum Evaluation; *Curriculum Problems; *Curriculum Research; Educational Objectives; Educational Philosophy; Educational Practices; Elementary Secondary Education; Models

From a practical, eclectic, and teacher-centered vantage point, this paper reviews previous attempts to classify curriculum development processes, proposes an analytic schema for examing such processes, and explicates an alternative process which has been found to be effective in working with teachers. First, critical distinctions are drawn between three distinct levels of curriculum work: a program of studies, a field of study, and a course of study. Next, previous systems for classifying curricular processes and products are reviewed, to show how these systems are conceptually flawed. To compensate for these deficiencies, an open-ended system is proposed that includes all the important process elements, and that emphasizes description and analysis, rather than evaluation. This is followed by a description of a naturalistic alternative system for developing curricula that seemed to show promise in preliminary trials. This is first compared to the standard technological model; then the steps of the process are described in sequential order. Finally, the development of a high school course in career planning is used to illustrate the process. (TE)

ED 271 854 EA 018 643

Lilyquist, J. Gary

Evaluation of High School Principals by Boards of Education.

PUB DATE- Jul 86
NOTE- 160p.; A thesis for the degree of Specialist in Education, University of Wisconsin-Superior.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Administrator Evaluation; *Board Administrator Relationship; *Board of Education Role; *Evaluation Criteria; *Evaluation Methods; High Schools; *Principals; School Administration
IDENTIFIERS- Wisconsin

This document reports on a study conducted in Wisconsin to determine the relative incidence of evaluations of high school principals by boards of education, the degree of formality of these evaluations, and the sources of information and/or criteria used. Results determined that evaluation of high school principals by school boards occurs on a random basis and is formal or informal only by chance. The results further showed no significant difference between boards in the kinds or degree of formality or the sources of information or criteria used. The study indicated a need to know more about the phenomenon of high school principal evaluation and the principal-board relationship. The list of criteria and information sources needs to be reexamined for possible omissions and for its value to boards. Board knowledge of the evaluation process also needs improvement. A three-page bibliography is included. Extensive appendices provide copies of (1) the survey form used, (2) letters of transmittal, (3) tables to record survey data, (4) critical values of "chi square" and of "t", (5) a table to enter data for hypotheses, and (6) a table showing the criteria and sources of information used to evaluate the high school principal. (IW)

ED 271 896 EC 171 309

Bogdan, Robert, Ed.
In the Mainstream: Case Studies of Integrated Education for Children with Disabilities.
Syracuse Univ., N.Y. School of Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
NOTE- 546p.; For individual case studies, see EC 171 310-318. Page 33 in chapter 11 is missing from copy received by ERIC and is unavailable.
GRANT- 400-79-0052; NIE-353-2413-21304
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; *Disabilities; Educational Philosophy; Elementary Secondary Education; *Mainstreaming; Resource Room Programs; Special Classes

A group of researchers from Syracuse University's School of Education (New York) conducted 25 case studies of local school programs that had been nominated by teachers, administrators, and parents as being exemplary in integrating children with disabilities into the mainstream of education. The 12 case studies selected for this volume represent the diversity and range of grade levels of the programs studied. The following case studies are included: "'Walk across That Stage': A Case Study of a Program for Neurologically Impaired and Learning Disabled Students at Hutton High" (R. Bogdan); "When There's No Debate: A Program for Elementary School Students Which Has a Mission" (D. Biklen); "'I've Always Been the Kind of Teacher Who Did Things I Believed in Whether Other People Did Them or Not': An Integrated Kindergarten" (E. Barnes); "The Deaf Education Program in Sherwood Elementary School" (C. Berrigan); "If Mainstreaming Is the Answer, What Is the Question: The Puzzle of Integrating a High School Class of Autistic Students" (P. Ferguson); "Integration in a Segregated School: A Study in Contradictions" (J. Kugelmass); "The Other 10%: Integration in a Preschool Program" (S. Mlinarcik); "'They Think They Can Fly!': MacMillian Elementary School--Sixth Grade Class" (M. Sokoloff); "'I've Been Doing This Wrong All These Years': Mainstreaming 11 to 13 Year Olds in a Suburban Elementary School" (M. Cantey); "Lucky to Survive: Resource Program in an Upper Middle Class Suburb" (S. Fitzgerald); "A Feather in the Cap: A Self Contained Classroom for Severely Mentally Handicapped 16-21 Year Old Students in an Urban Middle School" (S. Lesure); "The Class and Faye: Social Interaction of a Handicapped Child in an Integrated First Grade Class" (S. Bruni). A conclusion proposes the need for interactionist theory in special education. (CL)

ED 271 943 FL 015 666

Zughoul, Muhammad Raji
Formulating Objectives for the English Departments in Arab Universities: Rationale and Assessment.
PUB DATE- 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Arabic; College Curriculum; *Curriculum Development; Developing Nations; *Educational Objectives; *Educational Policy; *English (Second Language); *English Departments; English Literature; Graduate Study; Higher Education; Policy Formation; Program Effectiveness; Second Language Instruction; Undergraduate Study; Universities
IDENTIFIERS- *Arab States

English departments in Arab universities have been in an uncertain state from their beginning for lack of specific policy on the emphasis to be given to English or comparative literature, English or general linguistics, or a combination. Leanings toward English literature have always been evident, but course offerings and faculty recruitment show a general lack of direction. Although the English language is used broadly in the Arab world, English departments have failed to produce linguistically competent graduates. On the assumption that Arab universities should prepare graduates who can work effectively for the social and economic needs of their countries, it is proposed that English departments should teach the English language and provide an understanding of the culture rather than try to acculturate Arab students into the English system as they have traditionally done. The necessary English language skills include spoken and written communicative fluency, reading and translation skills, and research capability. In addition, English departments should contribute to better international and intercultural understanding, collaborate with other departments to provide a broad-based education, serve the English language needs of other departments, and direct graduate programs in applied linguistics and English as a foreign language. A 33-item bibliography is appended. (MSE)

ED 271 554 CE 044 636

Faddis, Constance R.; And Others
State Governance of Vocational Education, 1986.
National Association of State Directors of Vocational Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- Jul 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Administration; *Governance; National Surveys; Postsecondary Education; *Program Administration; Secondary Education; *State Departments of Education; *Statewide Planning; *Vocational Education

A study examined the current status of state governance structures for vocational education in the United States. A survey instrument was sent to the chief officer for vocational education in each state, district, and territory in order to identify the type of governance structure in place in each area, the amount of time the structure had been in place, whether the structure was currently being studied, and whether any changes in the structure were being contemplated. State boards of education were responsible for administering vocational education in 41 states, the District of Columbia, and Puerto Rico. Separate boards for vocational education were in existence in seven states and in the Virgin Islands, a university board of regents was responsible for administering vocational education in Hawaii, and the state superintendent was the sole agent and executive officer of the state board in Montana. At the time of the survey, studies of the governance structure were either planned or underway in nine of the states/territories, and changes in the existing governance structure were anticipated in three states and in Puerto Rico. (MN)

ED 271 569 CE 044 662

Yarbrough, Stephen
Inflammation. Courseware Evaluation for Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 15 May 86
NOTE- 10p.; For the basic evaluation form, see ED 244 058.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Allied Health Occupations Education; *Clinical Diagnosis; Computer Software Reviews; *Courseware; *Etiology; Instructional Material Evaluation; Nursing; Secondary Education
IDENTIFIERS- *Inflammation

This courseware evaluation rates the "Inflammation" program developed by Lane Community College in Eugene, Oregon. (This program--not contained in this document--introduces students to the possible causes, signs, and protective benefits of inflammation.) Part A describes the program in terms of subject area (allied health, nursing), and hardware requirements (Apple II+, IIe, IIc), indicates its suitability for use as a tutorial for grades 11-adult, and gives a time estimate for use (30 minutes). Availability information includes cost ($5.00), loan policies (four weeks), and address of the seller, the Oregon Department of Education. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. This courseware received ratings of "yes" in the categories of subject matter technical presentation, student interaction, program interaction, and documentation; and "somewhat" in the category of student evaluation, because individual and class performance results are unavailable to the teacher. Work behavior and applications programs categories were not applicable. The program is recommended for use as a tutorial. (SK)

ED 271 612 CE 044 724

Youth Employment Today: Invest Now or Pay Later. A First Friday Report.

National Committee for Full Employment, Washington, DC.; Service America: The Roosevelt Project, Washington, DC.

PUB DATE- 3 Jul 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; Black Employment; Black Youth; Demography; Economically Disadvantaged; Educational Attainment; *Educational Needs; *Educational Policy; Education Work Relationship; Employment Opportunities; *Employment Patterns; *Employment Problems; Hispanic Americans; Labor Market; Minority Groups; Policy Formation; Poverty; Salary Wage Differentials; Secondary Education; Socioeconomic Influences; Socioeconomic Status; *Unemployment; *Youth Employment

Although youth between the ages of 16 and 19 account for only 6.7 percent of the nation's labor force, they constitute 17.9 percent of the officially unemployed. Unemployment among youth is rising. More than 46 percent of the nation's black youth and nearly 39 percent of Hispanic children currently live below the poverty level. Moreover, real youth unemployment may be substantially higher inasmuch as the official jobless rate masks the problems of underemployment and persons who have given up searching for a job. A direct correlation exists between family income and the labor force experience of youth. Despite consistent findings that employment experience during high school significantly improves the labor market success of young persons as they move to adulthood, students from poor families have substantially below-average labor force participation rates. Even among dropouts, the correlation between employment status and family income is strong. Policymakers should reinforce the connection between education and employment in every feasible way, including reversing the disinvestment approach of recent years, increasing educational options for potential dropouts, introducing a remediation component into the Summer Youth Program, and establishing school-to-work transition programs in all secondary schools. (Data on real joblessness among states and localities is appended.) (MN)

ED 271 684 CG 019 223

Whitcomb, Debra; And Others
When the Victim Is a Child: Issues for Judges and Prosecutors.
Abt Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Justice, Washington, D.C. National Inst. of Justice.
REPORT NO.- NCJ-97664
PUB DATE- Aug 85
NOTE- 140p.; Part of the "Issues and Practices in Criminal Justice" publication series. For a related document, see CG 019 224.
CONTRACT- J-LEAA-011-81
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 027-000-1248-5).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Child Advocacy; *Childhood Needs; Children; Competence; *Court Litigation; Criminal Law; *Legal Problems; *Victims of Crime
IDENTIFIERS- *Witnesses

This report is intended as a guide to judges, prosecutors, legislators, and other involved professionals who are interested in implementing strategies or modifying existing practices to improve the treatment of child victims and witnesses in their jurisdictions. Part I of this document provides an overview of the literature and a preliminary explanation of the problems faced by child victims in the criminal justice system. The two chapters in this section show the current state of affairs and support the premise that child victims have special needs in the criminal justice system. Part II, Innovative Practice: Legal Issues and Practical Concerns, presents a discussion of popular techniques used to ameliorate some of these problems. The discussion of these innovations has been divided into topic areas, with separate chapters examining: (1) competency of child witnesses; (2) exclusion of spectators; (3) attempts to avoid direct confrontation; (4) videotaped depositions and statements; (5) special exceptions to hearsay; (6) use of expert witnesses; (7) the victim advocate; and (8) streamlining the adjudication process. Each of these chapters includes a discussion of the legal and practical concerns that arise from these innovations. Part II includes a state-by-state chart of current statutory provisions relevant to child victims and witnesses and a list of complete citations for the statutes analyzed. Part III contains conclusions and establishes the need for further research in the field. Appendices contain guidelines for interviewing child victims; conditions imposed on the use of videotaped presentations; and guidelines for videotaping a child's statements. (NB)

ED 271 784 CS 209 946

Kalupa, Frank B.; Sievers, C. Gay
Public Relations Licensure: Practitioner and Educator Attitudes.
PUB DATE- Aug 86
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; *Certification; *Communication Research; *Federal Regulation; Higher Education; Journalism Education; *Public Relations; Questionnaires; Surveys

Two surveys were conducted to determine the attitudes of public relations practitioners and educators regarding whether public relations practitioners should be licensed. Questionnaires were mailed to public relations practitioners to obtain data for the first survey, and a second survey was mailed several months later to public relations educators. Data revealed that only 2.9% of the practitioner respondents felt that public relations practitioners should be licensed by the government. In addition, 81% of the educators surveyed disagreed or strongly disagreed with the idea of government licensure of public relations practitioners. Thirty-two references are provided. (DF)

ED 271 799 CS 505 315

Broome, Benjamin J.
Applications of Microcomputers in Communication Teaching, Research and Administration.

PUB DATE- Jun 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Computer Graphics; *Computer Oriented Programs; *Courseware; Databases; Educational Administration; *Educational Technology; Higher Education; *Microcomputers; *Speech Communication; *Technological Advancement; Word Processing

To help those who find themselves resisting microcomputers and those who have already made a decision to begin using the new technology, this paper summarizes the ways microcomputers can increase the flexibility, efficiency, impact, organization, information access, and creativity of those in the field of communication. Following an overview of the advantages of using microcomputers, the paper suggests specific applications for word processing programs, database management systems, spreadsheet software, graphics packages, communications software, and various utility programs. The paper concludes with a discussion of microcomputer limitations and an annotated list of recommended readings for those who need more information on the differences between various types of microcomputers. (HOD)

ED 271 813 EA 018 555

McLaughlin, Donald H.; Bakke, Thomas W.
Nonpublic School Pupils: How Many Are There, Really? A Validation Check on NCES Surveys.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- AIR-SAGE-TR-20
PUB DATE- Oct 81
NOTE- 64p.; Prepared by the Statistical Analysis Group in Education.
CONTRACT- 300-80-0824
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Databases; Elementary Secondary Education; Enrollment; *National Surveys; *Private Education; *Research Methodology; *Validity
IDENTIFIERS- Indiana (Elkhart County); National Center for Education Statistics; New Jersey (Burlington County); New Mexico (Bernalillo County); *Nonpublic School Survey (NCES); Ohio (Cuyahoga County); Tennessee (Maury County); Tennessee (Williamson County); Texas (Amarillo); Texas (Potter County)

Concern about the thoroughness of surveys conducted by the National Center for Education Statistics (NCES) to collect descriptive data on the nation's nonpublic elementary and secondary schools prompted the NCES to conduct a validation study. A stratified random sample of 21 geographic areas was selected. Site visits were made to six of these areas and long-distance methods were used to search the rest. The study focused on the non-Catholic sector of private education because the list of Catholic schools was believed to be reasonably complete. Of almost 20,000 schools included in the NCES survey lists, 277 were located in these sampling areas. Several methods were employed and compared for seeking previously unlisted schools. These methods were based on governmental requirements for registering schools, the use by schools of advertising, linking relationships with other religious and educational organizations, and public school records of student transfers to nonpublic schools. This report discusses the study's findings related to the reliability of NCES private school lists, the growth of private schools, the reliability of data from the original and more recent surveys, and effective methods for identifying schools. Appendixes--half of the report--provide supplementary tables and individual site reports for the six sites visited. (PGD)

ED 271 912 EC 190 220

Edgerton, Robert; Ottina, Jean
A Twenty-Five Year Follow-Up Study of Persons Labeled Mentally Retarded.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 86
NOTE- 203p.; Some charts contain small, broken type.
GRANT- G008430026
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); *Child Rearing; Ethnography; Followup Studies; Individual Characteristics; *Mental Retardation; *Parent Attitudes; Prediction; *Success

In a follow-up of 407 mentally retarded children first studied in 1959, the study examined contributing influences of parental attitude and child-rearing practices as well as the larger society's socializing practices. Original demographic and attitudinal data were used to predict the functional adjustment of 70 members of the original cohort. Those adults found (on parents' ratings) to be doing much better or much worse than predicted were examined ethnographically. An attempt was made to detect factors that might account for successful or unsuccessful life adjustment. Among observations made of this group were (1) that the mothers were more accurate in assessing and predicting their children's life adjustment than were social agency or institutional personnel; (2) that problems associated with sexuality and physical and mental abuse were quite prominent; and (3) that cultural expectations relating to growth and development as envisioned in mainstream society were in conflict with these persons' individual patterns. The study points out the roles that mothers play in the lives of their retarded children and stresses their need for specific directions for helping those children at each stage in their lives. A six-page list of references is included. Nearly half the document is comparised of 13 appendices that include: Leichman's 1959 Interview Scales, including those pertaining to home environment; sample questions from the Progress Assessment Chart of Social and Personal Development; sample items from the Parental Attitude Research Instrument (PARI) and the PARI scoring sheet; the 1959 and 1983 standard scores on the 23 scales of the PARI; and seven life histories. (CL)

Godsell, G.; And Others
A Report on the Industrial Relations Film "Indaba Ye Grievance." Research Finding PERS-392.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0322-0
PUB DATE- 85
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adults; Attitude Measures; Career Education; Documentaries; *Employee Attitudes; *Employer Attitudes; Employer Employee Relationship; Foreign Countries; *Grievance Procedures; *Instructional Films; *Instructional Material Evaluation; Labor Education; *Labor Relations
IDENTIFIERS- *South Africa

Attitudes and reactions are reported regarding the South African film, "Indaba Ye Grievance," (produced by the Human Sciences Research Council) which was designed to show unsophisticated workers the advantages of a grievance procedure and the problem of acceptability. Chapter 1, "Background to the Film 'Indaba Ye Grievance'" (R. S. Hall), discusses film objectives and production. Chapter 2, "'Indaba Ye Grievance': Discussion of Film Realism and Its Communicative Competence" (Keyan Tomaselli), offers comments on the documentary film, discusses assumptions made on the context of the film, and reports responses of white supervisors/managers and black workers to the film. It finds that the workers endorsed the portrayal of themselves, while supervisors/managers were more skeptical of the accuracy of the situations presented. Chapter 3, "Audience Reaction to the Film" (G. Godsell), presents results of a small qualitative study to assess the kinds of impact the film had on managers and workers, to discover which issues should be covered in a companion manual, and to ascertain problem areas and possible areas of improvement. This chapter discusses use of the film for instruction on interpersonal relations, grievance procedures, and general principles of industrial relations and for management training. Chapter 4 lists possible improvements to the film. Appendixes, amounting to over one-half of the report, include the script outline, the narrative in both English and Zulu, and interview schedules. (YLB)

ED 271 699 CG 019 238

Guay, Roland B.
Career Placement. Review of Research: Part II.
College Placement Council, Bethlehem, Pa.
REPORT NO.- ISBN-0-914885-03-0
PUB DATE- 83
NOTE- 127p.; For Parts I and III, see CG 019 237 and CG 019 239.
AVAILABLE FROM- College Placement Council, 62 Highland Avenue, Bethlehem, PA 18017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Graduates; College Students; *Employment Interviews; *Evaluation; Higher Education; Individual Characteristics; *Job Applicants; *Job Placement; *Job Search Methods; Research Needs

This document contains a compendium of research on the job placement of college students and graduates. The objectives of this publication are to help individuals involved in job placement learn the research findings in the field and to provide guidance to researchers in the field regarding areas needing additional study. The introduction explains the organization of this publication and is followed by: (1) an outline of the job placement topics covered by this summary of research; (2) an index that lists topics from the outline; (3) an overall summary of the findings reported in the research abstracts; and (4) a brief discussion of areas in the field that appear to need additional research. The majority of this publication consists of 99 one-page research abstracts arranged alphabetically by author. Each abstract summarizes a different study conducted in the field. For each abstract, the title of the study, the author, and the publication source are listed. The remainder of the abstract briefly summarizes the problem, methodology, and major results of the study. The studies abstracted in this publication were conducted to either identify employer preferences regarding the application process and materials; examine the effectiveness of job-acquisition training; investigate the nature and importance of job-seeking behaviors; or determine the influence of various factors on the evaluation of college-educated job applicants. While studies published through April 1983 are included in this review, plans to periodically update this publication are discussed. (NB)

ED 271 727 CS 008 491

Team Oriented Corrective Reading (TOCR): A Handbook for Corrective Reading. Revised.

Wichita Unified School District 259, Kans.

PUB DATE- 85
NOTE- 111p.
AVAILABLE FROM- Wichita School District 259, Community Education Center, 1847 N. Chautauqua, Wichita, KS 67214 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Corrective Reading; Elementary Education; *Group Instruction; Program Evaluation; Program Guides; Reading Diagnosis; *Reading Difficulties; Reading Improvement; *Reading Instruction; *Reading Programs; *Remedial Reading; Teaching Methods; Team Teaching
IDENTIFIERS- Team Oriented Corrective Reading Program

Designed to provide the special instruction needed by students with reading disabilities, this handbook describes a team oriented approach for corrective reading. The first section describes the goals and definitions of the team oriented corrective reading (TOCR) program, while the second section delineates the team approach and the roles of the administration, the special reading teacher, the classroom teacher, the support personnel, the student, and the parents. The third section outlines the six steps for implementation, including identification, screening, diagnosis, scheduling, instruction, and evaluation. The next two sections define the role of the special reading teacher as a resource person, and discuss organizing for group instruction, including grouping procedures, principles of grouping, and steps for implementing a levels reading program. The last two sections present a sequential skills guide and a curriculum management system. A bibliography is included, and sample TOCR forms, tests and diagnostic aids, aids to grouping, a guide for parent-teacher conferences, and consonant and vowel lists are appended. (SRT)

ED 271 841 EA 018 620

Resource Management: Coping with P.L. 94-142. A Presenter's Guide. Research Based Training for School Administrators. Revised.

Oregon Univ., Eugene. Center for Educational Policy and Management.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 63p.; Product of the Research-Based Training for School Administrators Project.
GRANT- NIE-G-80-0110
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Education; Administrator Guides; Administrator Role; *Disabilities; *Educational Change; Elementary Secondary Education; *Mainstreaming; Management Development; Needs Assessment; School Law; Workshops
IDENTIFIERS- Association of California School Administrators; *Education for All Handicapped Children Act; Linkage; Oregon; *Project Leadership; Resource Management

This workshop presenter's guide is intended for use by administrators in training one another in the Project Leadership program developed by the Association of California School Administrators (ACSA). The purpose of this particular guide is to help school administrators with the implementation of the Education for All Handicapped Children Act (P.L. 94-142), which states that handicapped students should be educated with their peers in regular classrooms. The guide gives a brief historical perspective of P.L. 94-142, identifies some of the common problems associated with the implementation of P.L. 94-142, and shows how schools can identify and more effectively use resources already available to them. Written to be read aloud, the guide contains a script, suggestions for conduct of the session, masters of 16 numbered transparencies, participants' worksheets that correspond to suggested activities, 4 handouts that provide summaries of workshop content and bibliographic references, and a 9-item reference list. The package also includes a reading list for the use of the presenter. (IW)

Odden, Allan; Dougherty, Van
Education Finance in the States: 1984.
Education Commission of the States, Denver, Colo. Education Finance Center.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
REPORT NO.- ECS-F84-1
PUB DATE- Jun 84
NOTE- 41p.; Black and white photographs may not reproduce clearly.
AVAILABLE FROM- ECS Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 (Order No. F84-1; $5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Change; *Educational Finance; *Educational Improvement; Elementary Secondary Education; *Finance Reform; Influences; Questionnaires; State Programs
IDENTIFIERS- Arkansas; California; Florida; Illinois; South Carolina; Tennessee; Texas; Utah

Based on a study of how eight states have pursued educational reform, this booklet reviews new issues facing school finance as a result of the recent upsurge of interest in educational improvement. The booklet has four sections. The first section discusses changing state fiscal and political contexts within which reforms are being debated. Section 2 briefly describes (and notes the costs of) the reform packages enacted or being enacted in Arkansas, California, Florida, Illinois, South Carolina, Tennessee, Texas, and Utah. Section 3 compares and contrasts the treatment by these eight states of specific elements of reform, and analyzes cost, finance, and allocation implications. The elements considered are teacher compensation, school schedules, class size, graduation requirements, student testing, preschool programs for disadvantaged children, school improvement programs, merit schools, and school finance reform. The fourth section summarizes the new school finance issues flowing from the reforms described in section 3 as well as finance issues that are part of broader economic and social changes across the country. An instrument for surveying cost and allocation issues related to education reform programs is appended. References in 14 relevant topic areas are cited. (PGD)

ED 271 928 EC 190 237

Nelson, Lynda A.; And Others
A Handbook for Volunteers.
East Carolina Univ., Greenville, N.C.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 86
NOTE- 18p.; For related information, see EC 190 236.
GRANT- G008302282
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Preschool Education; Program Development; Role Perception; Staff Role; Teaching Methods; *Volunteers
IDENTIFIERS- *Volunteers in Partnership with Parents

The handbook was developed by the staff of the Volunteers in Partnership with Parents Project (VIPP) and is intended for volunteers in the VIPP program in which people are trained to offer support and caregiving assistance to parents of young handicapped children. The partner's roles and responsibilities with parents are listed as well as those for volunteers in developmental day care centers. Following a review of general rights and responsibilities of volunteers, the booklet examines confidentiality and suggests helpful ways to respond to a young child. (CL)

ED 271 584 CE 044 686

Kurth, Paula, Ed.
Economic Value of Entrepreneurship. Special Publication Series No. 54.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Entrepreneurship Education Consortium.
PUB DATE- 86
NOTE- 80p.; For a related document, see CE 044 685.

AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (SN54--$7.25).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Cooperative Planning; Cooperative Programs; *Economic Development; Educational Cooperation; *Entrepreneurship; Postsecondary Education; *School Business Relationship; School Role; *Small Businesses; Statewide Planning; Vocational Education
IDENTIFIERS- Illinois

This book was compiled to provide examples of partnerships between education and economic development agencies and to reinforce, with statistics, the importance of entrepreneurship in the U.S. economy. The first chapter, "Contributions of Small Business and Entrepreneurship Education to Economic Development," by E. Edward Harris, discusses economic development challenges and opportunities, the small business climate, small business incubators, and entrepreneurship education. The role of entrepreneurs in creating new economic opportunities and ways in which state education policy can promote entrepreneurship are outlined in the chapter contributed by Roger J. Vaughn, "Entrepreneurship, Economic Development, and Education." The third chapter, "Vocational Education's Expanding Role in Economic Development," provides an overview of vocational education's past and present role in fostering economic development. It consists of an introduction by Marj P. Leaming and P. Anthony Zeiss, followed by a paper by Zeiss describing the Pueblo Business Assistance Network and entitled "Local Initiative for Economic Development." Concluding the volume is a paper by the Illinois State Task Force on Entrepreneurship Education entitled "An Action Plan for Entrepreneurship Education in Illinois." A list providing sources of information on small business incubators, compiled by E.E. Harris, is appended. (MN)

ED 271 627 CE 044 744

Home-Based Clerical Workers: Are They Victims of Exploitation? Thirty-Ninth Report by the Committee on Government Operations Together with Additional Views. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

REPORT NO.- House-R-99-677
PUB DATE- 16 Jul 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Career Education; *Clerical Workers; Day Care; *Employed Women; Employment Patterns; *Employment Practices; *Employment Problems; Females
IDENTIFIERS- Congress 99th; *Home Based Employment

An Employment and Housing Subcommittee hearing on home-based work focused on typically female clerical workers. The following women were found to face obstacles to conventional 9-to-5 jobs: women needing child care, displaced homemakers who lack job training and experience, rural women, disabled women, and older women who encounter job discrimination. Advantages to home-based employment included absence of transportation time and costs, saving on clothes, and flexibility of controlling one's hours and schedule. Problems were conflicts between child demands and employer deadlines and usual interruptions. Terms and conditions of employment included payment on a piecework basis, considerably less pay than office counterparts, no benefits, and no guaranteed or stable flow of work. Negative aspects of home-based work were misunderstanding and misuse of the concept of "independent contractor," shifting of costs from employers to employees, and no opportunity for career advancement. Recommendations were (1) protection of home based workers through modifications in the Revenue Act of 1982, review of Internal Revenue Service and Employment Standards Administration enforcement programs, and employer compliance with legal definitions of employees and independent contractors; (2) dissemination of information to homeworkers regarding legal and financial differences between office and home-based clerical work; and (3) expanded child care services. (Some dissenting comments to the report are attached.) (YLB)

ED 271 641 CG 019 180

Modig, Zeau D., Ed.
School Sexuality Education: Opposition and Answers. Materials from the Katharine Dexter McCormick Library: A Selective, Annotated Bibliography.
Planned Parenthood Federation of America, Inc., New York, NY. Education Dept.
PUB DATE- 85
NOTE- 16p.
AVAILABLE FROM- Education Dept., Planned Parenthood Federation of America, Inc., 810 Seventh Avenue, New York, NY 10019.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; *Elementary Secondary Education; *School Role; *Sex Education; *Sexuality
IDENTIFIERS- *Controversial Materials

This annotated bibliography was compiled as a guide for educators, administrators, counselors, parents, and everyone concerned about the opponents of sexuality education in schools, their arguments, and their tactics. Entries were chosen to represent a variety of materials in terms of both format and content. This bibliography is divided into three sections. Part I, Anti-Sexuality Education Materials, lists eight books, nine articles, and eight miscellaneous brochures and pamphlets about anti-sexuality education materials. Part II, Pro-Sexuality Education Materials, lists 9 books, 18 articles, and 7 miscellaneous brochures and pamphlets that provide supportive arguments and evidence for sex education in schools. Part III, For Further Information, lists resources of both opposing and supporting materials for keeping up to date with both sides of the sexuality education debate. Some of the best-known and most widely circulated organizations and publications dealing with sexuality education are listed. Names and addresses are provided for 10 sexuality education opponents and 10 sexuality education supporters. (Author/NB)

ED 271 656 CG 019 195

School Dropouts: Everybody's Problem.

Institute for Educational Leadership, Washington, D.C.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.

REPORT NO.- ISBN-0-937846-91-0

PUB DATE- 86

NOTE- 59p.

AVAILABLE FROM- Institute for Educational Leadership, Inc., 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036. ($5.00, postage and handling, $1.00)

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Dropout Characteristics; *Dropout Prevention; Dropout Programs; Educational Environment; *Educational Policy; *High Risk Students; *Potential Dropouts; *Program Effectiveness; *School Activities; Secondary Education

This document is the result of an Institute for Educational Leadership conference convened to brief Congressional staff on dropouts, dropout programs, and what information about dropouts merits consideration by policymakers. This report is intended to be a readable account of the dropout problem appropriate for the general public as well as for policymakers. An executive summary outlines the scope of the dropout problem and lists school-based initiatives that address the dropout problem. This report explores the issue of school dropouts and prevention, reviews the research, examines model programs, studies ways schools can develop links with job training programs, and considers other policy matters. Section 1 provides descriptive data about which students are likely to be at risk. Section 2 examines problems in collecting accurate data on dropouts. Section 3 considers the roles played by the student's in-school experience, family conditions, and work/economic factors in the student's decision to drop out. Section 4 discusses major demographic changes that may make the dropout issue a more significant problem in the future. Section 5 examines the connection between schooling and a dropout's decision to leave. Section 6 looks at successful programs in dropout prevention and dropout vocational guidance. Section 7 suggests policy ideas for federal, state, and local agencies, and for higher education. Lists of resource materials and conference speakers are appended. (NB)

ED 271 670 CG 019 209

Boothby, Neil

Children in Armed Conflicts: Rights, Reality and Future Implications.

PUB DATE- 17 May 86
NOTE- 14p.; Paper presented at the Annual International Save the Children Alliance Conference (18th, Cuernavaca, Mexico, May 17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; *Children; *International Law; *Military Personnel; *War; *World Problems
IDENTIFIERS- *Victims of War

Throughout this century, there have been numerous attempts to give substance and effective existence to the rights of children in armed conflicts. Humanitarian law dictates that, as civilians, children will not be targets in war, nor will they be used as soldiers. Neither of these rights has ever been implemented. Children are victims of war by indiscriminate attacks or by strategy. Children are used as soliders. The victims of wars in this century have increasingly become civilians, much of this increase due to the facts that conflicts are no longer fought on battlefields and that conflicts are often civil wars. Children may be singled out because of their high value to the society. Children are currently being used as soldiers in at least 20 ongoing conflicts. Child soldiers may be reluctant participants at first, but their fear and guilt may be transformed into rage. Rights proclaimed for children in the Geneva Convention of 1949 have not been followed. No viable structure exists for reporting violations of children's rights. The International Convention on the Rights of the Child, when completed, will provide a stronger and more precise legal instrument than a declaration, and will bring all humanitarian legislation on the rights of children into one document. To be of value this legislation needs public support, adherence, and monitoring. Without greater recognition and compliance, any right possessed by a child is not worth very much. (ABL)

ED 271 713 CG 019 252

Volk, Mary K.; And Others
A University-Wide Survey of Students' Needs for Counseling.
PUB DATE- Aug 85
NOTE- 28p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Administrators; Career Counseling; *College Faculty; *College Students; Counseling Services; Higher Education; *Needs Assessment; *School Counseling; *Student Needs; *Student Personnel Workers

There is a substantial literature covering efforts by college counseling centers over the past 20 years to identify problems faced by students and their needs for counseling services on campus. A study was conducted which surveyed a representative sample drawn from the general student population of a large university, across the undergraduate, professional, and graduate colleges. Students (N=629) completed a 68-item survey of academic, career, personal, and interpersonal concerns. Students were asked to rate the intensity of problems they were experiencing and to report their preferences for counseling service formats, their knowledge of counseling services available on campus, and their satisfaction with any of the counseling center's services they had used. A second form of the questionnaire was administered to faculty, staff, administrators, and campus ministry workers to determine their perceptions of student concerns. The results revealed that student respondents as a group rated career-related and financial items highest, followed by academic/study skill items. Generally speaking, higher concern levels were associated with certain student groups: females, lower-grade-point-average students, minority ethnic group members, and undergraduate students. Academic and personal concern categories showed the most group differences, followed by career, and then relationship concerns. The four nonstudent groups surveyed accurately rated career items highest, but tended to overestimate the level of student concerns across all items. A four-page list of references and five data tables are appended. (NB)

ED 271 741 CS 008 526

Binkley, Marilyn R.; And Others
Becoming a Nation of Readers: Implications for Teachers.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 24p.; For the companion piece "Becoming a Nation of Readers: The Report of the Commission on Reading," see ED 253 865.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065000002604, $1.50, including postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Reading; *Cognitive Processes; Educational Improvement; *Educational Philosophy; Elementary Education; Language Acquisition; Motivation Techniques; Oral Language; Oral Reading; Phonics; Questioning Techniques; Reading Achievement; Reading Attitudes; *Reading Comprehension; *Reading Instruction; Reading Processes; Reading Readiness; *Reading Research; Reading Strategies; Reading Writing Relationship; *Teacher Role; Writing Instruction
IDENTIFIERS- Becoming a Nation of Readers; Direct Instruction

Drawing upon those aspects of "Becoming a Nation of Readers" directly relevant to classroom teachers, this booklet suggests ideas for classroom practices, based on research, that will improve students' reading achievement. The booklet is organized around five instructional themes: defining reading, reading readiness, beginning reading, directed reading lessons, and reading and writing. It provides a brief overview of each theme, followed by a discussion and examples of suggested instructional strategies. Among the specific questions addressed in the booklet are the following: (1) How can reading readiness activities build on oral language? (2) How can phonics be taught in conjunction with meaning? (3) What background building activities are most effective in directed reading lessons? and (4) What kinds of writing activities reinforce the reading-writing relationship? (FL)

ED 271 755 CS 209 823

Utt, Sandra H.; Pasternack, Steve
"No Thank You, We'd Rather Not": The Rights and Policies of Daily Newspapers Relating to Refusals to Accept Advertising.
PUB DATE- Aug 86

NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Censorship; Civil Rights; *Freedom of Speech; Intellectual Freedom; Journalism; Media Research; News Media; *Newspapers
IDENTIFIERS- *Advertisements; *Editorial Policy; Newspaper Circulation

A study investigated the types of advertisements newspapers refuse as well as the attitudes of advertising managers about guidelines and laws concerning advertising refusal. Newspapers were selected from the "1985 Editor and Publisher Yearbook" using a systematic probability sampling method, and questionnaires were mailed to advertising managers at 150 daily newspapers. Data indicated a tremendous diversity among newspapers regarding their refusal policy. Among the conclusions reached in the study are that southern newspapers tend to be the most conservative newspapers in the country, while southern advertising managers tended to be more conservative with respect to their absolute right to refuse any advertisement in a nonmonopoly situation. Once a policy has been established, written or otherwise, it appears that companies or organizations may not even try to advertise in certain communities. In addition, newspapers want not only to continue the freedom of refusal they now have but also to extend that freedom to broadcasters as well. (Tables of data are included, and 53 footnotes are appended.) (DF)

ED 271 785 CS 209 948

Kean, Sharon L.
Free-Lancers: The Ethics.

PUB DATE- 4 Aug 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Employer Employee Relationship; *Ethics; *Journalism; *Media Research; News Reporting; News Writing; *Work Environment
IDENTIFIERS- *Free Lance Market; Journalists

To compare the ways staff and free-lance writers handle ethical issues, several writers were interviewed for personal experiences, and several daily and weekly newspapers and regional magazines were surveyed. Results indicated that the shield laws protecting staff writers do not apply to free-lance writers. Neither do the rules governing conflicts of interest for reporters (and, less stringently, management) apply to free-lancers. Unless the publication has set guidelines for accepting gifts or "freebies," staff writers must set their own limits, but free-lancers seldom receive such gifts. Staff writers sometimes decide whether or not to reveal they are reporters, and occasionally deception is used to get an an inside story; free-lancers working alone can seldom afford such undercover work. Unless on assignment and representing a publication, free-lancers have no identification by which to gain access to fast breaking or investigative stories. Often if a stringer or free-lancer comes across an important story, the editor can, apparently with impunity, give the story to a staff writer. Free-lancers do not have either the advantage of editorial or legal assistance or the job security that staff writers enjoy. Although editors do not provide the same protection, they expect the same quality, professionalism, and creative talent without giving any guidance about ethics. In order for free-lancers to remain professional in their work, they must be given ethical treatment and support. More emphasis on ethics in journalism by publishers who print the how-to books and magazines is needed to prepare free-lancers for the ethical dilemmas they will confront. (HTH)

ED 271 800 CS 505 321

McDougall, Kay; Gimple, Debbie
Cooperative Learning Strategies for Teaching Small Group Communication: Research and Application.

PUB DATE- Nov 85
NOTE- 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Classroom Environment; Community Colleges; Competition; *Cooperation; *Group Activities; Higher Education; *Learning Strategies; Peer Teaching; Program Evaluation; Speech Communication; *Speech Curriculum; *Teaching Methods
IDENTIFIERS- *Cooperative Learning; Jigsaw Method; *Small Group Communication

Research has shown that cooperative learning rather than competitive behavior enhances students' achievement, self-esteem, and satisfaction while reducing performance anxiety. Although cooperation within a small group results in greater productivity and member satisfaction, it should be considered only as a means to an end, not an end in itself. A curriculum using cooperative learning incentive structures was implemented at a community college in California, in three speech communication courses with a total of 80 students. To improve this curriculum, information regarding innovative techniques and attitudes about the teaching of small group communication was gathered at the Northern California Bay Area Speech Teachers Conference. The tasks chosen for the pilot curriculum were based on E. Aronson's jigsaw model, which includes the concepts of group reward, individual learning, task specialization, and pro-social behaviors. Questionnaires completed by students at the end of the course indicated that cooperative learning techniques clarified the goals to the students while encouraging them to work toward a sense of trust, individual learning, individual satisfaction, and group cohesion in the classroom. A survey of teachers revealed that instructors consider cooperation in the classroom more conducive to student satisfaction and productivity than competition. (A list of definitions and an outline of the jigsaw learning model are included, and copies of the teacher survey and student contract are appended.) (SRT)

Kasten, Katherine Lewellan
School Climate and Planned Educational Change: A Review and Critique of the Literature. Working Paper 279.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Dec 79
NOTE- 52p.; A report from the project on Studies of the Implementation of Individual Schooling.
GRANT- NIE-G-80-0117
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Change; *Educational Environment; Educational Innovation; Educational Planning; Elementary Education; Job Satisfaction; Measurement Techniques; *Organizational Change; *Organizational Climate; Research Needs
IDENTIFIERS- Individually Guided Education; *Organizational Climate Description Questionnaire; *Profile of a School; Profile of Organizational Characteristics

This paper examines the concept of school climate as a key factor in the success of planned change in elementary schools. Beginning with a general review of the literature on organizational climate and using as its basis three major reviews that appeared in the mid-1970s, the paper defines climate, examines variables that have been used as part of climate constructs, examines distinctions between climate and other organizational variables, and discusses key measurement problems related to climate. The paper then examines research on organizational climate in schools. Discussion centers on Halpin and Croft's Organizational Climate Description Questionnaire and Likert's Profile of a School, and studies which have used these instruments to examine change in schools are summarized. The paper concludes with a discussion of the limitations of existing instruments to measure school climate and offers suggestions for future research. Three tables, five pages of references, and one page of reference notes are included. (IW)

ED 271 855 EA 018 644

Matthews, Robin; And Others
A State in Action: Working with Schools for Program Improvement. Symposium Presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, California,

April 16-20, 1986). Session 813.
PUB DATE- Apr 86
NOTE- 72p.; For individual papers, see EA 018 645-650. Some materials contain small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Curriculum Development; Decentralization; Educational Change; Educational Policy; Elementary Secondary Education; Foreign Countries; *Government School Relationship; Participative Decision Making; Program Implementation; State Departments of Education; *State Programs
IDENTIFIERS- Australia (Victoria)

Recent efforts by the Ministry of Education in the state of Victoria, Australia, to combine decentralization of educational policy decision making with guidance for local schools in the development of appropriate curricula were the focus of this symposium. The six presentations made on that occasion are collected in this document. Robin Matthews's paper, "Education in Victoria: The Context," opened the symposium with a review of political change in Victoria and its impact on educational policy. Elaine Atkinson described the scope of curriculum initiatives in Victoria in "A State-Wide Implementation Program to Support Government Policy Initiatives in Education." In his paper, "In Search of a More Coherent Curriculum: Developing Curriculum Frameworks," Max Stephens reported on the progress of a project for encouraging new efforts at coordinated curriculum development. Bob Boyd discussed the process of finding consensus among diverse groups in "Collaborative Decision Making in Local Development of School Policy and Practices." Maurice Robson spoke on "Identifying Processes for Coherent Curriculum Planning at a School Level: The Ministerial Paper No. 6 and School Project." The final speaker, John Atkinson, reviewed the efforts of a program sponsored by Victoria College in a paper entitled "The School Support Group: An Innovation in College-Based Consultancy." References and the names and addresses of the presenters are included. (PGD)

ED 271 869 EA 018 658

Tam, Peter tim-kui

The Impact of Governmental and Institutional Language Policy and Practices on the Individual's Choice of the Instructional Medium in Schools in Hong Kong.

PUB DATE- 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Bilingual Education; *Chinese; Educational Policy; *English (Second Language); Foreign Countries; Higher Education; *Language of Instruction; *Official Languages; School Business Relationship; Secondary Education; Socioeconomic Influences
IDENTIFIERS- *Hong Kong

To help resolve the language of instruction dilemma in Hong Kong schools, this paper examines the hypothetical effect of government, business, and university language policy and practice on individuals' choice of intructional medium. While government policy has always allowed schools and students to choose either Chinese or English, most have chosen English. Bilingual education studies have concentrated on functional aspects of language, excluding sociopolitical variables that make English a higher status language. This study assumes a conflict paradigm perspective: Chinese should become a more popular instructional medium if more educational and political opportunities demanding Chinese proficiency existed. A survey was conducted to determine language(s) preferred by three samples of respondents: 136 Hong Kong primary students, 74 University of Hong Kong student teachers, and 36 secondary and college teachers in Indonesia, Malaysia, Pakistan, Philippines, and Thailand. Results show students' preference for English rising with each grade level. Sociopolitical setting strongly influences individuals' choice of medium, and universities affect language preference more than business or government. Clearly, students choose to learn in a language with easier access to power. This situation will not change until the infrastructure recognizes both languages as equal. (MLH)

ED 271 929 EC 190 238

Gitomer, Rivalee J.
Cross-Age Teaching of Language Learning Disabled Nursery/Kindergarten Children by Language Learning Disabled Fifth Graders.
PUB DATE- Sep 85
NOTE- 60p.; Ed.D. Practicum, Nova University. Part of the document contains light, broken print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Cross Age Teaching; *Individualized Education Programs; Intermediate Grades; *Language Handicaps; *Learning Disabilities; Preschool Education; *Time on Task; *Tutoring

The practicum addressed the needs of 3- to 5-year-old language learning disabled (LLD) children who required more individualization in their curriculum and longer time on task. The practicum goals were: (1) to address 80% of the children's short term individualized education program (IEP) goals; (2) to increase the children's independent time on task; and (3) to teach fifth-grade LLD children to act as tutors in the nursery kindergarten LLD classes. In pursuing these goals, six workshops were planned and implemented. Inservice training and evaluation were conducted throughout the practicum. Upon completion of the practicum appreciable gains were made. An average of 86.3% IEP goals were presented. Three- and four-year-olds increased independent time on task from an average 3 minutes to an average of more than 5 minutes. Five-year-olds increased their average independent time on task from 4 minutes to 9 minutes. The average percent of skills mastered by the tutors was 64.7%. IEP goal presentation and increased time on task were successfully met. The projected behavior for the tutors was partially met. A four-page list of references and data tables conclude the document. (CL)

ED 271 944 FL 015 667

Zughoul, Muhammad Raji
Teaching English Prepositions.
PUB DATE- 79
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- Arabic; Classification; *Classroom Techniques; Communicative Competence (Languages); *English (Second Language); *Interference (Language); *Prepositions; Second Language Instruction; *Semantics; *Sentence Structure; Teaching Methods
IDENTIFIERS- *Prepositions

English prepositions are generally considered difficult to teach to nonnative speakers, for a variety of reasons: the large number of possible meanings for many prepositions, which change according to the context in which they are used; the lack of a written guide to usage; and, for native Arabic speakers, the commonly-used grammar-translation method of instruction and native language interference. Some potentially more effective approaches to teaching prepositions include C. Kreidler's association approach, A. Hornby's unit method, D. T. Langendoen's role-subdivisions, R. Close's relationships approach, and G. Pittman's demonstrable uses. However, in most of these approaches there is a stress on teaching isolated structures, even when situationalized, and little emphasis on real communication. The result has been inaccuracy in student usage. If communication is a primary goal of English teaching, teachers should begin instruction with real situations that are relevant to the students and concentrate on the prepositions and adverbs the student would need in order to be understood. Linguistic distinctions that students do not need to know should not be taught, errors should not be automatically corrected, and similarities between English and the native language should be pointed out. Prepositions used often in the classroom could be categorized as case, lexical, or unit prepositions for instructional purposes. (MSE)

ED 271 555 CE 044 637

La Barre, Allan A.
Veterans' Education and Employment, A Holistic Programming Approach for the Active Duty Noncommissioned Officer.
PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Needs; *Holistic Approach; *Military Personnel; Models; Needs Assessment; Postsecondary Education; *Preretirement Education; *Retirement; *Retraining; Transitional Programs; *Veterans Education
IDENTIFIERS- Organizational Elements Model (Sample and Kaufman)

A holistic approach to planning the preretirement education of active duty noncommissioned officers was formulated on the basis of Sample and Kaufman's Organizational Elements Model. The approach stresses removing the responsibility for education and employment of veterans from the state and Federal level and placing it on the individual soldier. The model is divided into internal and external elements, which are in turn subdivided into organizational efforts and societal impact. Organizational efforts include inputs containing resources, physical facilities, existing needs, goals, and objectives. The processes include teaching, training, developing, and using the small-group approach. The outputs are certification, job entry, improvement skills, or licensure. Outcomes are current and future self-sufficiency, production, and improved quality of life. The proposed program is based on the assumption that the real responsibility for the transition into civilian life for the veteran must be placed on the individual and is designed to assist active duty soldiers by providing them with a plan of action to follow. (MN)

ED 271 570 CE 044 663

Yarbrough, Stephen
Safety Measures with Communicable Diseases. Courseware Evaluation for Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 16 May 86
NOTE- 10p.; For the basic evaluation form, see ED 244 058.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Allied Health Occupations Education; *Communicable Diseases; Computer Software Reviews; *Courseware; *Disease Control; Instructional Material Evaluation; *Nursing; Occupational Safety and Health; Postsecondary Education; Secondary Education

This courseware evaluation rates the "Safety Measures with Communicable Diseases" program developed by Lane Community College in Eugene, Oregon. (This program--not contained in this document--is designed to teach means of preventing the spread of communicable respiratory diseases and ways of protecting oneself.) Part A describes the program in terms of subject area (allied health, nursing) and hardware requirements (Apple II+, IIe, IIc), indicates its suitability for use as a tutorial for grades 11-adult, and gives a time estimate for use (30 minutes). Availability information includes cost ($5.00), loan policy (4 weeks), and address of the seller, the Oregon Department of Education. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. This courseware received overall ratings of "yes" in the categories of subject matter, technical presentation, program interaction, and documentation; and "somewhat" for student interaction and student evaluation. Work behavior and applications programs were not applicable. The program is recommended for use as a tutorial. (SK)

ED 271 769 CS 209 894

Hesterman, Vicki

Consumer Magazines and Ethical Standards: A Preliminary Study of 100 American Magazines.

PUB DATE- Aug 86
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Codes of Ethics; *Editors; *Ethics; *Integrity; Journalism; *Media Research; Moral Values; *Periodicals
IDENTIFIERS- Editorial Policy

A study was conducted to determine what, if any, are the ethical guidelines standard for persons working in the magazine industry. A two-page questionnaire, consisting of 21 questions, was mailed to the contact editors of 100 of the nation's most popular consumer magazines. Responses were received from 49 of the editors. The data revealed that magazine journalists disagree significantly on how they would handle specific ethical dilemmas. Some editors embrace practices considered totally unacceptable to others. The results suggest that it is the reader who suffers when journalists lack integrity. A copy of the questionnaire is appended. (DF)

ED 271 897 EC 171 310

Bogdan, Robert
"Walk across That Stage": A Case Study of a Program for Neurologically Impaired and Learning Disabled Students at Hutton High.
PUB DATE- 82
NOTE- 53p.; In: In the Mainstream: Case Studies of Integrated Education for Children with Disabilities, see EC 171 309.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; High Schools; *Learning Disabilities; *Mainstreaming; *Neurological Impairments; Program Descriptions; *Program Effectiveness

The case study describes a program for learning disabled and neurologically impaired high schoolers. A historical review notes the school's community and the evaluation of the mainstreaming program. Administrative details are briefly summarized, as are the unique characteristics of the teacher and aide in the resource room program that serves 12 students. Excerpts from student interviews are presented, and the curriculum focusing on basic skills is described. Also described is the vocational component which provides field trips to community work sites. Additional aspects of the case study include summaries from interviews with school faculty, both those who support the mainstreaming program and those who do not. Difficulties involved in definitions of learning disabilities, administrative responsibility, and in making disabled students fit into a very achievement-oriented program are cited. (CL)

ED 271 898 EC 171 311

Barnes, Ellen
"I've Always Been the Kind of Teacher Who Did Things I Believed in Whether Other People Did Them or Not": An Integrated Kindergarten.
PUB DATE- 82
NOTE- 53p.; In: In the Mainstream: Case Studies of Integrated Education for Children with Disabilities, see EC 171 309.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

ED 271 599 CE 044 706

King, Alan; And Others
School-Related Packages to Support OS:IS. A Feasibility Study.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-1466-4
PUB DATE- 86
NOTE- 114p.
AVAILABLE FROM- Publications Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Allied Health Occupations Education; *Articulation (Education); Business Education; *Career Education; *Career Exploration; *Education Work Relationship; Feasibility Studies; Foreign Countries; Health Education; Job Skills; *Learning Modules; *Material Development; Postsecondary Education; Secondary Education; Technical Education; Technology
IDENTIFIERS- Canada

A study investigated the feasibility of developing school-related packages to assist secondary school students in their movement through secondary school, into and through postsecondary occupational preparatory programs, and ultimately into the world of work. Three phases occurred simultaneously. The first determined the approach to be followed--the generic skills approach. A second phase assessed business, health sciences, and technology programs offered in the community colleges to determine skills/competencies required for entry. The third phase involved an analysis of available curriculum outlines. The outcome of the research was that school-related packages were judged to be feasible. Rather than using a generic skills approach in its purest form, the 13 packages guided students toward occupational families in three fields: business, health, and technology. Research showed that, as students moved from secondary schools into colleges, gaps existed in students' background in communications, computation, problem solving, and knowledge of responsibilities associated with the preparation for a specific vocation or group of vocations. Overlaps were found between the two systems, particularly in course and text duplications. Pilot testing of package drafts with secondary school and college officials provided feedback to ensure package relevance, usefulness, and ease of use. (The school-related packages are appended.) (YLB)

ED 271 613   CE 044 725

Knuti, David; Zuckerman, Alan, Ed.
The ABCs of JTPA. JTPA Guide #1.
Center for Community Futures, Berkeley, CA.
PUB DATE- 86
NOTE- 81p.; For guides #2 and #3, see CE 044 726-727.
AVAILABLE FROM- Center for Community Futures, P.O. Box 5309, Berkeley, CA 94705 ($35.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Economically Disadvantaged; *Educational Legislation; *Employment Programs; *Federal Legislation; Federal Regulation; *Job Training; Postsecondary Education; *Program Administration; Program Content; Program Implementation; Statewide Planning
IDENTIFIERS- *Job Training Partnership Act 1982

This guide is intended to assist Job Training Partnership Act (JTPA) program policymakers, planners, and program operators to understand the provisions and possibilities afforded by the JTPA. The first section provides an overview of the JTPA. Discussed next are the following aspects of the JTPA planning and administration system: federal funding structure, state planning and operating structure, state job training coordinating council, service delivery areas, state planning documents, and a topical outline of a state plan. A chapter on local JTPA planning examines developing a JTPA training plan and topical outline for a job training plan; reviewing, contesting, and approving plans; and identifying and using sources of information and assistance. An index to significant federal regulations passed between January 1, 1983, and March 15, 1986, is included. Appendixes to the guide include information about the staff, services, workshops, and publications of the Center for Community Futures. (MN)

ED 271 685 CG 019 224

Whitcomb, Debra
Prosecution of Child Sexual Abuse: Innovations in Practice. Research in Brief Series.
Department of Justice, Washington, D.C. National Inst. of Justice.
PUB DATE- Nov 85
NOTE- 11p.; For a related document, see CG 019 223.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Child Abuse; Children; *Court Litigation; Legal Problems; *Sexual Abuse; *State Legislation; Victims of Crime
IDENTIFIERS- *Testimony; Witnesses

This Research in Brief report addresses the problem of dealing effectively with the crime of child sexual abuse. It is noted that child sexual abuse often goes unreported and unprosecuted. Problems faced and posed by child victims on the criminal justice system are reviewed. Legislative revisions, local reforms, and new techniques to alleviate these problems are discussed. The techniques discussed include: (1) enhancing a child's communication skills; (2) modifying the courtroom's physical environment to make it comfortable for the child; (3) preparing child victims to testify; (4) enactment of laws to permit child witnesses to have a supportive person present during court proceedings; (5) enactment of laws directing law enforcement, social service agencies, and prosecutors to conduct joint investigations; and (6) enactment of laws attempting to expedite the adjudication process by giving precedence in trial scheduling to child sexual offense cases. Tables of the 50 states' statutory provisions relevant to child witnesses in sexual abuse cases and statutory citations for selected issues in child witness testimony are included. (ABL)

ED 271 814 EA 018 579

Futrell, Mary Hatwood
The Black Teacher as Leader.
PUB DATE- 16 Nov 86
NOTE- 19p.; Paper presented at the Annual Meeting of the National Alliance of Black School Educators (13th, New York, NY, November 16, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Education; Black Leadership; Black Teachers; Educational Policy; *Educational Quality; Educational Vouchers; Elementary Secondary Education; Equal Education; Federal Aid; Minority Group Children; Nondiscriminatory Education; Relevance (Education); Teacher Improvement

Black Americans have historically gained access to political and economic participation in American society through education and have therefore fought continuously for the right to a full education. The current demand for excellence threatens black gains by proposing a system in which quality education is available only to the few through vouchers and tax credits that would support enrollment in private schools while serious reductions in federal support undermine the quality of the public education available to most minority students. An equitable program to enhance educational excellence should involve recruiting talented new teachers, training them effectively, retaining them once they have joined the profession, and encouraging their participation in educational improvement efforts. Education must be made practically relevant, particularly to minority students. Parents must also be drawn in to provide encouragement and support for their children's educational efforts. (PGD)

ED 271 842 EA 018 621

Contract Administration: Understanding Limitations on Management Rights. A Presenter's Guide. Research Based Training for School Administrators.

Oregon Univ., Eugene. Center for Educational Policy and Management.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 83

NOTE- 81p.; A product of the Research-Based Training for School Administrators Project.

GRANT- NIE-G-80-0110

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Administrator Guides; Administrator Responsibility; Administrator Role; *Arbitration; Board of Education Policy; *Collective Bargaining; *Contracts; Decision Making; Elementary Secondary Education; Employer Employee Relationship; *Grievance Procedures; *Leadership Training; *Management Development; Negotiation Agreements; Principals; Public Education; School Districts; School Law; Unions; Workshops

IDENTIFIERS- Association of California School Administrators; *Project Leadership

This workshop presenter's guide is intended for use by administrators in training one another in the Project Leadership program developed by the Association of California School Administrators (ACSA). The purpose of this particular guide is to train administrators to interpret common contract provisions that affect management's decision-making authority and to provide administrators with a guide to help them analyze their districts' union contracts and the limitations they place on administrator latitude in making decisions. The guide gives a brief historical review of the problems principals face in contract administration, presents a hypothetical grievance case, and then covers topics of grievance procedures, arbitrability, maintenance of standards, precedence of agreement, preeminence of agreement, and duty to bargain. Written to be read aloud, the guide contains a script, suggestions for conduct of the session, an 8-item reference list, 2 appendices containing an arbitrator's opinion in both a real and a hypothetical situation, 4 handouts, and masters of 15 numbered transparencies. (IW)

ED 271 913 EC 190 221

Fewell, Rebecca R.; Sandall, Susan R.

An Investigation of the Effects of a Parent-Implemented Intervention to Increase the Social-Communicative Behaviors of Prelinguistic Infants with Down Syndrome. Final Report.

Washington Univ., Seattle.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 85
NOTE- 50p.
GRANT- G008430029
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Change; *Communication Skills; *Downs Syndrome; *Home Instruction; Infants; *Intervention; Parent Child Relationship; *Parent Participation; *Parent Role

Two studies investigated the effectiveness of a parent-implemented intervention to teach nine Down Syndrome infants social-communicative behaviors. The intervention took place in the infants' homes and consisted of teaching parents: (1) to recognize social-communicative behaviors; (2) to use specified turn-taking strategies in games and routines; and (3) to implement specified games and routines at home. The experimental design used was a multiple baseline across subjects. A training tape and a written hand-out were made to instruct parents in training procedures. Data were collected by observers during the infants' weekly visits to a university-affiliated, center-based parent-infant program. Data analysis methods included visual inspection of the graphed data. These two studies demonstrated the utility of a parent-implemented interactional approach, and the results showed changes in the behavior of eight of nine parents with corresponding changes in the behavior of seven of the nine infants. A six-page list of references, a parent intervention handout, a Communicative Intention Inventory, and elicitation tasks and coding scheme are appended. (CL)

ED 271 642 CG 019 181

Frey, Amy Louise, Comp.
Religion and Family Life Education: A Selective, Annotated Bibliography.
Planned Parenthood Federation of America, Inc., New York, NY. Education Dept.
PUB DATE- May 83
NOTE- 24p.
AVAILABLE FROM- Education Dept., Planned Parenthood Federation of America, Inc., 810 Seventh Avenue, New York, NY 10019.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Annotated Bibliographies; *Church Role; *Family Life Education; Moral Values; Parent Role; *Religion; Religious Education; School Role; *Sex Education; *Sexuality
IDENTIFIERS- Controversial Materials

This annotated bibliography contains 99 entries, listed alphabetically by author, that are concerned with religion and family life education. Articles listed discuss sexuality and family life education from Jewish and Christian perspectives. Many of the entries deal with adolescent sexuality and offer resources for children, adolescents, parents, educators, and the clergy. Catholic, Protestant, and Jewish views on sexuality and religion are presented in several entries, while the roles of the church, the school, and the parents in sexuality and family life education are discussed in others. Some articles present sex education programs being conducted in churches. Other entries deal with studies of sexuality and religion in adolescents and with moral values, religious beliefs, and sexuality. While many articles deal in general with sexuality and religion, others focus on narrower topics, such as sex roles and teenage pregnancy. (NB)

ED 271 671 CG 019 210

Social Security: Implementation of New Mental Impairment Criteria for Disability Benefits. Briefing Report to the Chairman, Special Committee on Aging, United States Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-86-75BR
PUB DATE- May 86
NOTE- 24p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies are free; additional copies are $2.00 each; 25% discount for over 100 copies).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)

DESCRIPTORS- Decision Making; *Disabilities; *Evaluation Criteria; Federal Programs; *Mental Disorders; *Program Implementation
IDENTIFIERS- *Social Security

This document is a report on the implementation of changes to methods formerly used by the Social Security Administration (SSA) to evaluate claims relating to mental impairment for disability benefits. The introductory letter states several conclusions reached by the General Accounting Office's (GAO) review of the criteria used by the SSA to adjudicate these claims: (1) it is too early to measure the SSA's voluntary outreach efforts; (2) progress has been made in staffing disability determination offices with psychiatrists and psychologists; (3) adjudication of claims may need improvement; (4) a growing caseload for examiners may affect the adequacy of future case development; and (5) claimants may not be receiving needed care through medical treatment or rehabilitation. The report includes sections on background information; objectives, scope, and methodology; outreach to previously denied claimants and terminated beneficiaries; and recruitment of psychiatrists and psychologists. Also included is a section on the implementation of new criteria which discusses difficulties in obtaining functional information, the increase in examiner workloads, adequacy of treatment, and referrals to rehabilitation. The report concludes with a set of general observations. Tables and figures are included. The appendix contains 1983 GAO recommendations for SSA actions needed to improve mental disability decisions and the status of psychiatrist/psychologist staffing by state disability determination services as of December 1985. (ABL)

ED 271 700   CG 019 239

Guay, Roland B.
Recruitment. Review of Research: Part III.
College Placement Council, Bethlehem, Pa.
REPORT NO.- ISBN-0-914885-06-5
PUB DATE- 84
NOTE- 101p.; For Parts I and II, see CG 019 237-238.
AVAILABLE FROM- College Placement Council, 62 Highland Avenue, Bethlehem, PA 18017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Career Choice; *College Graduates; College Students; Decision Making; *Evaluation Criteria; Higher Education; *Job Applicants; *Recruitment; Research Needs; *Work Attitudes

This document contains a compendium of research on the recruitment of college-educated personnel. The objectives of this publication are to help individuals involved in recruitment learn the research findings of studies conducted in the field and to provide guidance to researchers in the field regarding areas needing study. The introduction explains the organization of this publication and is followed by: (1) an outline of the recruitment topics covered by this summary of research; (2) an index of topics from the outline; (3) an overall summary of the findings reported in the research abstracts; and (4) a brief discussion of areas in the field that appear to need additional research. The majority of this publication consists of 78 one-page research abstracts arranged alphabetically by author. Each abstract summarizes a different study conducted in the field. For each abstract, the title of the study, author, and publication source are listed. The remainder of the abstract briefly summarizes the problem, methodology, and major results of the study. The studies abstracted in this publication were conducted either to identify impressions and preferences regarding recruiters and recruitment practices; investigate the nature of the process used by job seekers to evaluate potential employers and jobs, determine the relative importance of various factors considered by job seekers in evaluating employers and jobs; or examine the influence of various factors on employment decisions of job seekers. While studies published through July 1983 are included in this review, plans to periodically update this publication are discussed. (NB)

ED 271 728 CS 008 497

Reddix, Michael D.; Dunn, Bruce R.

Electrophysiological Determinants of Cognitive Style: Implications for Educational and Psychological Research.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; University of West Florida, Pensacola. Educational Research and Development Center.
PUB DATE- Apr 86
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Brain Hemisphere Functions; *Cognitive Processes; *Cognitive Style; *Electroencephalography; Encoding (Psychology); Holistic Approach; *Reading Research; Reading Strategies; Recall (Psychology)
IDENTIFIERS- Analytical Methods; Brain Research

A study demonstrated how recordings of ongoing electroencephalographic (EEG) activity can be used to study global aspects of complex cognitive processes that take place during the reading and encoding of connected discourse. The methods utilized allowed the study of complex cognitive processes within an ecologically valid paradigm (natural reading) and demonstrated that EEG activity in the alpha bandwidth is a reliable correlate of modal processing style, not just a measure of mental alertness. Right handed male and female college students read two poetry selections and were told that they would be expected to recall as much of the poem as possible (in any order they wished) immediately after reading the last stanza. Electrophysiological recordings were made during the reading of each stanza from two parietal temporal sites that allowed for observations of differential hemisphere activation. Results support the notion that various "cognitive styles" differentially affect the encoding and recall of diverse prose material (expository text and poetry). A metacontrol system, entailing subcortical brain structures, and differential brain organization were implicated in observed cognitive style differences. The results suggest that curricula should be developed to meet the needs of at least the major types of cognitive styles which have been, and will be, identified by researchers in the next several years. Since the brain's metacontrol system is most adaptive when it has numerous strategies at its disposal, such as analytic and holistic strategies, teaching strategic knowledge and cognitive flexibility should be stressed to all students. (SRT)

ED 271 742 CS 209 747

Kielbowicz, Richard Burket

Origins of the Second-Class Mail Category and the Business of Policymaking, 1863-1879. Journalism Monographs Number Ninety-Six.

Association for Education in Journalism and Mass Communication.

PUB DATE- Apr 86

NOTE- 34p.

AVAILABLE FROM- Association for Education in Journalism and Mass Communication, College of Journalism, University of South Carolina, Columbia, SC 29208 ($5.00, single issue).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022) Reports - General (140) Historical Materials (060)

DESCRIPTORS- Advertising; Federal Legislation; Journalism; *Newspapers; *Periodicals; *Policy Formation

IDENTIFIERS- *Journalism History; Policy Analysis; Post Office; *Second Class Mail

The 1879 Post Office Act created the four categories of mailable matter used today and, in part, signalled the emergence of the modern mass circulated magazine. Between 1863 and 1879, Congress liberalized the terms on which regular periodicals could use the mails and put newspapers and magazines on the same footing. Requiring payment of postage at the office of mailing was the only setback publishers suffered, and the financial burden of that 1874 decision was offset by charging less postage, the forerunner of the bulk mailing rates. Some of the policymaking of this period can be seen as a marriage of interests between postal administrators and established publishers. Faced with chronic deficits, the post office sought to keep a new form of printed matter, the advertising circular, from passing through the mails at second-class rates. Little has changed in over a hundred years. Today, newspaper and magazine publishers intervene whenever the U.S. Postal Service considers rate changes that threaten to divert advertising from their pages to direct-mail circulars. These developments in the publishing industry and postal administration presaged more general national economic regulation, for recent scholarship suggests that much of the late nineteenth century trend toward federal intervention in the economy reflects intra industry struggles such as this. (SRT)

ED 271 770 CS 209 900

Bjork, Ulf Jonas

Red Roses Covering the Bloodstained Sidewalk: Context in the American Coverage of the Assassination of Olof Palme.

PUB DATE- Aug 86
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Journalism; *Media Research; News Media; *Newspapers; *News Reporting; News Writing
IDENTIFIERS- *Assassinations; Palme (Olof); Sweden

A study analyzed the coverage by 15 American newspapers of a single foreign news story, the assassination of Sweden's Prime Minister Olof Palme on February 28, 1986. Issues of the newspapers for the first week after the murder were examined and total coverage of the event, measured in number of words, was calculated for each paper. In addition, the study sought to assess the need for background information in stories from Sweden by examining how frequently that country was covered in the American press during 1985. Data revealed that all of the newspapers included in the survey contained at least some material regarding Palme's assassination. However, the results also suggested that more information providing context and explanation is needed when a story is set in a country geographically and culturally distant from that of a newspaper's readers. (DF)

ED 271 884 EA 018 674

McGuire, C. Kent; Thompson, John A.
The Costs of Performance Pay Systems.
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- Hawaii Univ., Honolulu.; Spencer Foundation, Chicago, Ill.
REPORT NO.- ECS-TQ84-9
PUB DATE- Oct 84
NOTE- 27p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Career Ladders; *Compensation (Remuneration); Elementary Secondary Education; *Job Performance; Merit Pay; *Program Costs; Rewards; Teacher Evaluation; Teachers; *Teacher Salaries
IDENTIFIERS- Extended Contracts; *Performance Based Pay

This booklet examines the cost implications of reward-for-performance plans for teacher compensation. The growing acceptance of plans that recognize effective teaching with financial or other rewards is noted in the introduction, and some of the arguments against such plans are expressed. The first chapter reviews the origins and aims of the traditional single salary schedule and describes the kinds of modifications districts and states are making or proposing for the purpose of rewarding excellence. These plans include career ladders, multiple salary schedules, merit pay, extended contracts, and pay for extra work or work in critical subject areas. The second chapter discusses the factors affecting the costs of performance pay plans. In addition to the costs of the rewards themselves, administrators must consider the costs of planning the program and evaluating the teachers. It must also be realized that the costs of a program will include the costs associated with lowered morale and increased staff turnover if the program proves unsatisfactory to the teachers. In the third chapter, costs for two evaluation processes are compared and incorporated into simulations of merit pay and career ladder plans. The costs associated with extended contracts are also discussed. (PGD)

ED 271 556 CE 044 639

Hilgenberg, Gene; And Others

Microcomputer Applications in Agriculture.

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 84
NOTE- 336p.; Some pages use colored paper.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (Catalog No. 800200--Apple/800201--Radio Shack: $75.00, including floppy disk).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; *Agricultural Education; Agricultural Engineering; *Agricultural Production; Agronomy; Animal Husbandry; *Computer Oriented Programs; Evaluation Criteria; Farm Management; Harvesting; Horticulture; *Microcomputers; Secondary Education; *Vocational Education

This curriculum guide is intended to assist persons teaching a course in microcomputer applications in agriculture. (These applications are designed to be used on Apple IIe or TRS-80 microcomputers.) Addressed in the individual units of instruction are the following topics: microcomputer operating procedures; procedures for evaluating and selecting a microcomputer system; microcomputer applications in farm business management, animal science, crop science, horticulture, agricultural mechanics, and agribusiness. Each unit contains some or all of the following: performance objectives, suggested activities for teachers and students, information sheets, transparency masters, assignment sheets, job sheets, tests, and answers to the tests. (MN)

ED 271 571 CE 044 664

Irving, Jan; And Others
Introduction to Nursing Diagnosis. Courseware Evaluation for Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 10p.; For the basic evaluation form, see ED 244 058.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Clinical Diagnosis; Computer Software Reviews; *Courseware; Etiology; Instructional Material Evaluation; Mathematical Formulas; Medical Evaluation; *Nursing; Secondary Education

This courseware evaluation rates the "Introduction to Nursing Diagnosis" program developed by J.B. Lippincott Co. (The program--not included in this document--is a tutorial for second-year nursing students; it presents diagnosis as a mathematical formula). Part A describes the program in terms of subject area (allied health, nursing) and hardware requirements (Apple II with RAM card or Apple language card, IBM-PC, or Franklin Ace), and indicates its suitability for tutorial or drill and practice at the postsecondary level. Listed next are appropriate instructional grouping (individual and small groups), accompanying materials (user's guide), and time estimate (30-60 minutes). Availability information includes cost ($129.00), policies and copyright restrictions, and contact address. A prerequisite for use is understanding of the nursing process. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. The strengths of this program are that it provides logical steps to understanding and writing a nursing diagnosis and that it differentiates between nursing and medical diagnosis. Weaknesses are that it requires spelling and typing skills, and that the list of possible answers is too prescribed. A summary section shows that this courseware received overall ratings of "yes" in the categories of subject matter, technical presentation, student interaction, program interaction, and documentation, and "somewhat" for student evaluation and work behaviors; the category of application programs was not applicable. The program was recommended as a useful tool in making nursing diagnosis easier. (SK)

ED 271 585 CE 044 687

Bown, Lalage
Current World Trends in Adult Education.
PUB DATE- 85

NOTE- 16p.; Paper presented at the International Symposium on Adult Education--New Trends in Education and Occupations of Women (Haifa, Israel, April-May 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Definitions; *Educational Needs; *Educational Objectives; *Educational Policy; *Educational Trends; *Females; Foreign Countries; Lifelong Learning; Literacy Education; Participation; Postsecondary Education; Vocational Education; Womens Education

Adult education is now seen as an integral part of lifelong education. Adult education has become an instrument of policy that helps forward the goals of social and economic development. In many countries, adult education is being used to promote a greater sense of community and understanding across cultural and ethnic divisions. The tasks of adult education have been defined as development of vocational skills, improvement of the quality of rural life, and activation of civic responsibility. Although policymakers identify women as a target group of adult education, women are not often involved in policy decisions. Throughout the world, a great debate about the value of literacy education and its relationship to social and economic development, especially that of women, is beginning to emerge. Skepticism about policymakers' emphasis on target groups is also becoming evident. Because of the development of women's movements, women are beginning to ask for new types of training, including vocational training for nontraditional jobs and women's studies programs that revalue women's place in human history and enable women to revalue themselves. (Appendixes to this report include the definition of adult education that was adopted by the UNESCO general conference in 1976 and a diagram of a model for overcoming barriers to adult development.) (MN)

ED 271 614 CE 044 726

Knuti, David; Zuckerman, Alan, Ed.

JTPA Programs and Activities. JTPA Guide #2.

Center for Community Futures, Berkeley, CA.
PUB DATE- 86
NOTE- 145p.; For guides #1 and #3, see CE 044 725-727.
AVAILABLE FROM- Center for Community Futures, P.O. Box 5309, Berkeley, CA 94705 ($45.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Business Education; Competency Based Education; *Economically Disadvantaged; *Educational Legislation; *Eligibility; *Employment Programs; Entrepreneurship; Federal Legislation; *Job Training; Models; *Older Adults; Postsecondary Education; Program Content; Program Implementation; Resource Allocation; Rural Education; Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982

This guide is intended to assist Job Training Partnership Act (JTPA) program policymakers, planners, and program operators develop JTPA programs and activities. Discussed first are JTPA participant eligibility criteria and ways of assuring that competing groups can receive services in an equitable manner that is consistent with the intent of JTPA. The next chapter, which provides a detailed examination of services provided by JTPA to mature or older workers, deals with such topics as the network of agencies serving aging individuals, the operation of the set-aside in service delivery areas, program design considerations, national resources for older worker programs, and a model program for older workers. Described in a chapter on model programs for community agency participation are programs for on-the-job training brokers, rural general service providers, intermediaries to business, and an entrepreneurial model for supported work, marketing, and competency-based training for youth. The last chapter includes information about the mission, seminars, and publications of the Center for Community Futures. (MN)

ED 271 628 CE 044 746

Education and Training for American Competitiveness Act. Committee on Education and Labor Report Together with Supplemental Views to Accompany H.R. 4728. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

REPORT NO.- House-R-99-597
PUB DATE- 12 May 86
NOTE- 34p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; Career Education; *Competition; Dislocated Workers; Educational Cooperation; Elementary Secondary Education; *Federal Legislation; Higher Education; *International Trade; *Job Training; Program Development; Telecommunications; *Vocational Education
IDENTIFIERS- Congress 99th; *Education Training American Competitiveness Act; *Job Training Partnership Act 1982

This report presents the findings and recommendations of the Committee on Education and Labor, to which was referred the bill, H.R. 4728, to establish programs of education and training designed to improve the competitiveness of American workers in international trade. An explanation of the bill first provides committee feelings regarding Title I, Education for American Competitiveness, which authorizes three types of educational programs to improve the knowledge and skills of current and future workers in areas that will enhance their productivity and competitiveness. Committee intent regarding Title II, Training for Industrial Competitiveness, is then set forth. Major focus is on the establishment of a new training program under Title IV of the Job Training Partnership Act that specifically addresses the adjustment needs of workers who have lost their jobs because of their employers' inability to compete with imports or the loss of export markets. A section-by-section analysis of H.R. 4728, as reported, follows. Supplemental views are attached. (YLB)

ED 271 657 CG 019 196

Training in Family Planning for Health Personnel. Report on a WHO Meeting (Paris, July 6-11, 1981). Public Health in Europe 20.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

REPORT NO.- ISBN-92-890-1156-4
PUB DATE- 85
NOTE- 103p.

AVAILABLE FROM- WHO Publications Center USA, 49 Sheridan Avenue, Albany, NY 12210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Family Planning; Foreign Countries; *Health Personnel; Higher Education; *Medical Education; Nurses; *Nursing Education; *Physicians; Professional Education; Training
IDENTIFIERS- *Europe; *Midwives

This document contains a summary of and papers from an international conference convened by the World Health Organization Regional Office for Europe and the International Children's Centre to review training in family planning for physicians, nurses, midwives, and other health staff in countries of the European Region. The Introduction contains a brief summary of the conference proceedings. Chapter 1, "Present Position with Regard to the Teaching of Family Planning" includes: "The Teaching of Family Planning at Medical, Nursing and Midwifery Schools in Various Countries of the Region" (F. Puech and W. Haddad); "Complementary Study on the Teaching of Family Planning" (M. Pechevis); and a "Summary of Discussions." Chapter 2, "Introduction to Aspects of Family Planning," includes: "Problems in the Teaching of Family Planning and Sexuality" (M. Manciaux); "Strategy for Teaching Human Reproduction and Family Planning" (P. O. Hubinont); "The Social Status of Women and Family Planning in Developing Countries" (M. Ladjali and F. Oussedik); "Role of the Woman in Family Planning" (D. Nardini-Maillard); "Community Diagnosis" (T. Amat); "Psychosocial and Educational Aspects of Family Planning" (Ph. Lecorps); "Evaluation of Family Planning Activities" (E. Wollast); and "Pedagogical Support to Family Planning Programmes" (M. A. C. Dowling). Chapter 3 is "Activities of Study Groups: Some Reflections on Training in Family Planning" (K. Edstrom). Chapter 4 is a "Presentation and Discussion of a Draft Educational Handbook." Chapter 5 presents a "Summary of Plenary Meetings Grouped by Topic," and chapter 6 contains "Recommendations and Conclusions." A list of conference participants is appended. (NB)

ED 271 714 CG 019 253

Arvey, Richard D.; Holt, Katherine E.
Cost Impact of Alternative Comparable Worth Strategies.
PUB DATE- Aug 86
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). Funding for this research provided by the University of Minnesota School of Management.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparable Worth; *Compliance (Legal); Economic Factors; *Employment Practices; *Females; Legal Responsibility; *Salaries

Although the obligation to pay employees according to comparable work value has been made into law in some areas, little has been said about what strategies organizations can use in achieving pay equity. This study attempted to determine the effects of various strategies on overall cost in achieving pay equity. Job evaluation and salary data were obtained from two organizations. Salary data were regressed on job evaluation points for male-dominated, female-dominated, and balanced jobs. Five strategies of comparable worth salary adjustment were costed for each organization, using the male regression line as the adjustment target. These strategies were formulated as follows: (1) use male regression formula to raise only female jobs below the male line up to the line; (2) use male regression formula to raise all jobs up to the male line; (3) give female jobs below the male line a constant amount that would render the sex dummy variable for the male/female regression insignificant; (4) compute the average underpayment and give all female jobs a constant amount; and (5) use male regression formula to estimate salaries for all jobs. The results indicated that the cost burden ranged from $2,257,935 to $4,442,247 in one organization and from $3,506,635 to $7,936,521 in the other. These findings demonstrate that the choice to adopt one pay equity adjustment strategy rather than another has the potential to save organizations millions of dollars. (NB)

ED 271 756 CS 209 830

Gagnard, Alice

Evaluation of Breakfast Cereals and Cereal Advertising by a Young Adult Audience.

PUB DATE- Aug 86
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; College Students; Higher Education; *Media Research; Nutrition; Student Attitudes
IDENTIFIERS- *Breakfast Cereals; Consumer Evaluation

A study examined the knowledge of and attitudes toward nutrition in general and specifically toward cold breakfast cereals and cereal advertising with different creative appeals. Subjects, 117 undergraduate university students, completed a questionnaire about their use of cold breakfast cereal and their sources of information about nutrition. After reading advertising copy for four fictitious cereals, subjects rated as most favorable the cereal employing a "taste" appeal, followed by a cereal with a "health" appeal, which used language suggesting a link between eating the cereal and prevention of certain kinds of cancer. Rated less favorably were cereals with a "fiber" appeal and a "natural ingredients" appeal. The advertising copy for the "taste" appeal cereal was also rated most informative and important, though the "health" cereal advertisement was judged most believable and true. Respondents who indicated Bran-Fiber cereals as their favorites scored significantly higher than other cereal eaters on tests of general nutrition knowledge, general nutrition concern, and cereal nutrition concern. Subjects rated nutrition labeling on cereal boxes as their most important source of cereal nutrition information. The results suggest that the study be administered to different age groups to obtain information on evaluation of advertising content and nutrition knowledge for groups at other stages of formulation of dietary habits. (HTH)

ED 271 786 CS 209 949

Picard, Robert G.

News Coverage as the Contagion of Terrorism: Dangerous Charges Backed by Dubious Science.

PUB DATE- Aug 86

NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Influences; *Mass Media Effects; *Media Research; *News Media; *News Reporting; Research Methodology; Research Problems; *Terrorism; Violence

IDENTIFIERS- Diffusion of Innovations Model; Media Exposure; *Media Role; *Press Responsibility; Press Role

The literature implicating the media as responsible for the contagion of terrorist violence has grown rapidly, but, under scrutiny, it appears to contain no credible supporting evidence and fails to establish a cause-effect relationship. Some students of terrorism have borrowed conclusions from the literature about the effects of televised violence and crime on viewers and have attempted to project them onto the coverage of terrorism. But not all terrorism scholars fully embrace this view, and some cite the diffusion of innovations such as bombing techniques and technical training rather than media coverage as the contagion factor. Conclusions drawn from studies of diffusion of innovations in other situations do not provide much support for the view of the media as contagion agents. This does not exonerate the media from excesses in coverage, although one important school of thought suggests that coverage may actually reduce the possibility of terrorist violence by removing terrorists' need to resort to violent acts to gain coverage. While it is probably inappropriate for journalists to interview terrorists while their group's terrorist acts are in progress, interviews not conducted during a specific event should be helpful. The chances of this idea being widely accepted, however, are very slim. Whatever the results of legitimate terrorist research, it will move closer to reality than the views that the media are wholly at fault and wholly blameless. (HTH)

ED 271 801   CS 505 334

Wagner, David L.; Fraleigh, Douglas
ERIC First Analysis: Agricultural Policy. 1986-87 National High School Debate Resolutions.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86

NOTE- 109p.
CONTRACT- 400-83-0025
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Building E, Annandale, VA 22003 ($5.00, 10% discount for 10-49 copies, 20% discount for 50 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Agriculture; *Debate; *Federal Government; Government Role; High Schools; *Persuasive Discourse; *Policy Formation; Secondary Education; Speech Communication
IDENTIFIERS- Agricultural Economics; *Agricultural Policy; *National Debate Topic

Designed to serve as a framework in which high school debate students, coaches, and judges can evaluate the issues, arguments, and evidence concerning which agricultural policies best serve the United States, this booklet provides guidelines for research on the 1986-87 debate resolutions selected by the National Federation of State High School Associations. Following the presentation of the problem area and the three debate resolutions, the booklet's four chapters discuss (1) getting started, a review of useful information on researching the topic of agricultural policy; (2) an overview of the general problems of agriculture; (3) farmers' income and food exports and (4) issues of a comprehensive federal policy. Graphs and tables accompany the text. (HTH)

ED 271 830 EA 018 604

Evaluation for Excellence in Education. Presentations Given at a Workshop/Seminar (Quebec City, Quebec, Canada, September 15-17, 1985).

Canadian Education Association, Toronto (Ontario).
REPORT NO.- ISBN-0-920315-16-X
PUB DATE- 86
NOTE- 64p.
AVAILABLE FROM- Publication Sales, Canadian Education Association, Suite 8-200, 252 Bloor Street West, Toronto, Ontario M5S 1V5, Canada ($4.00 Canadian, prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Change; *Educational Improvement; Educational Policy; Educational Trends; Evaluation Criteria; *Evaluation Methods; Foreign Countries; School Community Relationship; School Effectiveness; *Student Teacher Evaluation; Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- *Excellence in Education

This collection of nine papers was presented at a workshop on evaluation for excellence in education. "Why Evaluate?" by Madeline I. Hardy, contends that although reform is needed, evaluation must continue in order to measure educational change, bring improvement, and provide public accountability. In "Evaluation for Excellence in Education," Naomi Hersom defines excellence, discusses factors necessary for healthy educational development, and considers the required balance among societal goals. "Educational Evaluation over the Years," by Lionel Desjarlais, traces evaluation as a technology, descibing the directions in which forms of evaluation have evolved. In "The Modern Educational Evaluator," George Podrebarac stresses the need for clear reporting of evaluation results before decision-makers apply findings, which can be guided by six principles. "The Student Evaluation We Have: The Student Evaluation We Need," by Leslie McLean, discusses four ways teachers and administrators can improve communication about student evaluations. Benjamin Levin, in "Excellence, Education, and Evaluation: A Search for the Holy Grail?" demonstrates that a well-conducted evaluation is only one element in advancement. "Effective Teachers--Effective Schools," by Geraldine Gilliss, offers caution concerning traditional evaluation philosophies, tools, and procedures. Judi Bachmann, in "Who Needs Evaluation?" discusses why trustees need evaluation processes to fulfill commitment to excellence. (CJH)

ED 271 856 EA 018 645

Matthews, Robin
Education in Victoria: The Context.
PUB DATE- Apr 86

NOTE- 5p.; In: A State in Action: Working with Schools for Program Improvement. Symposium presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, California, April 16-20, 1986). Session 813; see EA 018 844.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decentralization; Elementary Secondary Education; Foreign Countries; *Government School Relationship; Politics of Education; Position Papers; School Organization; *State Departments of Education; State Government; State Programs
IDENTIFIERS- *Australia (Victoria)

The role played by the state government in Victoria, Australia, in public education changed considerably when the Labour Party took office in the early 1980s. Seeking to redress social imbalances and inequities, the government sought broad decentralization of decision making in education, with an increased role for teachers, parents, and students. Six policy documents were developed by the Ministry of Education covering decision making, planning for school improvement, the status and roles of the newly reorganized state and regional boards of education and the local school councils, and curriculum development and planning. This paper reviews these developments to provide a context for a symposium on curricular development and planning in Victoria. (PGD)

ED 271 870 EA 018 660

Greenfield, Thomas B.
Representing Organization Theory with a Human Face: The Search for a Human and Humane Understanding of Administration.
PUB DATE- Apr 86
NOTE- 25p.; Paper presented to the Symposium, "Re-Establishing Values in Organization and Administration Theory" at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). Published under the title, "The Decline and Fall of Science in Educational Administration," Interchange, v17 n2 1986.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Principles; Administrator Attitudes; Educational Administration; *Educational Theories; Humanistic Education; *Organizational Theories; *Qualitative Research; Research Needs; *Scientific Methodology; *Values; Values Education

The study of educational administration should continue its trend toward a qualitative interpretation of reality and abandon the positivistic, scientific approach of the last 25 years. Herbert Simon's work in 1945 set the field upon the path of accepting the assumptions of positivistic thought as the limits of scientific inquiry in administration, thereby obliterating values as an appropriate aspect. Simon's value-free approach appeared in 1957 in a form called the "New Movement," an ideology of scientific administration promulgated by Halpin and other theorists. The flaw was creation of a science that is powerless in the face of the conflicts and ethical dilemmas that suffuse curriculum and administration. If it is argued that science cannot comprehend values, then the study of administration must be conceived of, in the words of Hodgkinson, as a kind of humanism whose purpose is the civilization of power. A research agenda of the emerging science would question fundamental truths that motivate the actors of administration. Toulmin's (1938) observation that the progress of modern science and the transformation of the scientist from an observer of reality to a participant in its construction is now applicable to the attitudes of the administrative scientist. (CJH)

ED 271 930 EC 190 239

Education for Exceptional Students Case Study: A Large District, 1976-1986.

Duval County Schools, Jacksonville, Fla.

PUB DATE- 1 May 86
NOTE- 25p.; Paper presented at the Symposium on the Future of Special Education (Lake Geneva, WI, May 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Compliance (Legal); *Disabilities; *Educational Trends; Elementary Secondary Education; *Handicap Identification; Program Development; *School Districts; *Special Education; Trend Analysis
IDENTIFIERS- Education for All Handicapped Children Act; *Florida (Duval County)

The report examines the development of education services for exceptional children in Duval County Public Schools (Jacksonville, Florida) from 1976-1986. Changes are noted in the context of such general trends as declining then increasing enrollments, the back-to-basic movement, and the stress on competency testing. The impact of the passage of P.L. 94-142 (The Education for All Handicapped Children Act) on the district is assessed and program development noted for students with mild mental retardation; moderate mental retardation; physical handicaps; speech, language, and hearing impairments; visual impairments; emotional handicaps; specific learning disabilities; profound handicaps; deaf-blindness; and severe emotional disturbances. Additionally, changes are considered in services to preschoolers and students who are homebound or hospitalized. Major changes implemented to resolve difficulties and bias in the identification process are cited, including improved timelines and establishment of a statewide network for child find and learning resources. Following a summary of trends in administration, discipline, and attitudes, the report notes areas for improvement, including the need for consistency in eligibility criteria. (CL)

ED 271 945 FL 015 668

Zughoul, Muhammad Raji
The Prospective English Language Textbooks for the Compulsory Cycle in Jordan: Guidelines for the Implementation Phase.
PUB DATE- 86
NOTE- 19p.; An earlier version of this paper was presented at the Conference on Compulsory Education in Jordan: Status and Prospects (Amman, Jordan, April 24-26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Compulsory Education; Developing Nations; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Material Development; *Program Implementation; Second Language Instruction; *Teaching Methods; Textbook Evaluation; *Textbook Preparation; *Textbooks
IDENTIFIERS- *Jordan

The current textbook series used in the compulsory cycle's English instruction has been the subject of much criticism, including the suggestions that it is too structurally oriented, contains little interesting or motivating material, has little functional or communicative content, is not Jordanianized but has only a surface Jordanian element, is classroom-bound in content and organization, and is overloaded with material. The texts have been blamed for the failure of English instruction in Jordan and were found to be inadequate for the objectives of the Ministry of Education, which have also been called too general and ambitious. The following proposals are offered for the new text series: (1) that they be constructed according to specific behavioral objectives; (2) that content include material relevant to daily Jordanian life along with foreign themes; (3) that they incorporate the findings of research conducted with Jordanian and other Arab students on contrastive linguistic and error patterns, attitudes and motivation, student interests, and language needs; and (4) that the texts include meaningful and realistic communicative material, be enjoyable for students at each level, combine three instructional approaches (structural, situational, and notional-functional), and be eclectic in methodology. It is also proposed that the government be more specific about a variety of pedagogical and structural details before the series is written. Appended is the Jordanian Ministry of Education's advertisement for the writing and printing of a new English language textbook series for the compulsory cycle. (MSE)

ED 271 686 CG 019 225

Survey of Drug Abuse among Maryland Adolescents, 1984. General Report.

Maryland State Dept. of Health and Mental Hygiene, Baltimore.

PUB DATE- 28 Feb 85

NOTE- 122p.; For related documents, see CG 019 226-227.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adolescents; Alcoholism; Drinking; Drug Abuse; *Drug Use; Secondary Education; *Secondary School Students; Smoking; *State Surveys; *Student Attitudes; *Trend Analysis

IDENTIFIERS- *Maryland; *Substance Abuse

This paper is one of three major reports documenting the results of a 1984 survey of Maryland adolescents' knowledge of, attitudes toward, and experiences with drugs and alcohol. An introduction briefly outlines the work of the Maryland Drug Abuse Administration and describes earlier surveys. A methodology section describes 1984 sampling techniques and survey administrations which resulted in 33,079 valid questionnaires from 8th, 10th, and 12th grade students statewide. Computation of statewide estimates is explained. The survey results are presented in three parts. Part One furnishes estimates of substance use by Maryland adolescents in four categories: (1) substances used; (2) the severity of substance abuse; (3) the demography of substance abuse; and (4) substances used by adolescents in each geographic subdivision. Part Two examines trends in substance use among Maryland's adolescents by comparing and contrasting statewide and subdivision estimates for 1980, 1982, and 1984. Part Three compares the Maryland results to the results obtained by the National Institute on Drug Abuse in its 1984 annual survey of student drug use in America. The report's conclusion summarizes the findings of the 1984 survey and concludes that drug abuse, as reported by adolescents between 1980 and 1984, has declined in Maryland. Relationships found between demographic characteristics and drug use trends are also summarized. Forty-two data tables appear throughout the text and the Maryland Adolescent Survey 1984 is appended. (NB)

ED 271 815 EA 018 580

Bell, Spicer
Invest in People with a Staff Wellness Program.
PUB DATE- May 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Board of Education Policy; Elementary Secondary Education; Employer Employee Relationship; *Health Programs; Personnel Management; Personnel Policy; *School Personnel
IDENTIFIERS- *Wellness

Adopting a wellness program for school personnel can reduce health insurance costs, workman's compensation insurance costs, absenteeism, and staff turnover while improving productivity and morale. Wellness programs focus on improving health and reducing the risk and impact of disease rather than on curing illnesses already contracted. Successful staff wellnes programs make participants responsible, raise nutritional awareness, teach stress management, encourage physical fitness, and increase environmental sensitivity. Implementation of wellness programs requires altering organizational conceptions of health. Administrative commitment and support must be obtained, employees should be recruited as leaders, good management practices recognizing employee value should be instituted, support groups can be created, participants should be helped to set realizable personal goals, and employee incentives can be developed. Community resources that can be tapped to enhance the program include the school's own facilities and nutritional staff, public and nonprofit agencies, and insurance carriers and associations. Additional program development suggestions include conducting an organizational assessment, creating a plan, identifying program components, disseminating information, involving families, and avoiding programs not proven through research. (PGD)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Classroom Environment; *Disabilities; Kindergarten; *Mainstreaming; Primary Education; Program Effectiveness; Social Environment; *Teacher Characteristics; Teacher Role

This case study depicting mainstreaming efforts describes an integrated kindergarten program. The teacher's enjoyment of the class is commented upon, and descriptions of the physical characteristics of the classroom, the school, and the kindergarten students are offered. Reactions of parents of nonhandicapped children are discussed as well as reactions of the handicapped students' parents. The principal's role and views on the importance of firmness are noted, as are attitudes and functions of the classroom aide and special volunteer. The program is also viewed in terms of its working relationships with community agencies and its leadership under the district's director of special education. Among the teacher characteristics which facilitated mainstreaming were the teacher's typical expectations for handicapped children, the teacher's ways of preparing the class and speaking with them about disabilities, the belief that children solve problems for themselves, the ability to create situations where typical and special children can interact, and analytical thinking about the children and teaching. Brief descriptions of classroom activities and interactions are interspersed throughout the case study. (CL)

Uniform Federal Accessibility Standards.

Architectural and Transportation Barriers Compliance Board, Washington, D.C.; Department of Defense, Washington, D.C.; Department of Housing and Urban Development, Washington, D.C.; General Services Administration, Washington, D.C.; Postal Service, Washington, DC.

PUB DATE- 85
NOTE- 94p.
AVAILABLE FROM- Architectural and Transportation Barriers Compliance Board, Washington, DC 20202.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Accessibility (for Disabled); *Design Requirements; *Physical Disabilities; Physical Mobility; *Standards; *Structural Elements (Construction)

The document presents uniform standards for facility accessibility by physically handicapped persons for Federal and federally funded facilities. The standards are to be applied during the design, construction, and alteration of buildings and facilities to the extent required by the Architectural Barriers Act of 1968, as amended. Technical requirements are presented for 33 facility elements, including space allowances and reach ranges, curb ramps, stairs, elevators, bathtubs, sinks, storage, alarms, telephones, and assembly areas. Separate sections address restaurants and cafeterias, health care, mercantile, libraries, and postal facilities. Appendices give additional information to help the designer understand minimum requirements of the standards for facility accessibility and include the Architectual Barriers Act of 1968, as amended through 1984. (CL)

ED 271 600 CE 044 707

Hall, Eugene R.; And Others
Skill Deterioration and Retraining Needs of Navy Individual Ready Reservists. Technical Report 86-007.
Naval Training Systems Center, Orlando, FL.
PUB DATE- Jun 86
NOTE- 363p.; Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Comparative Analysis; *Job Performance; *Military Personnel; Military Service; *Military Training; *Needs Assessment; Questionnaires; *Retraining
IDENTIFIERS- *Individual Ready Reservists; *Navy

Skill deterioration and retraining needed to support mobilization were determined for Individual Ready Reservists (IRRs) in 16 critical Navy ratings. Mailed questionnaire were used to obtain job performance information (tasks performed and proficiency associated with their performance) from IRRs and active duty personnel. Skill deterioration was determined by differences in proficiency reported by IRRs for two different points in time: when they were separated from active service and at the time they completed the questionnaire. Retraining needs were derived by comparing IRR estimates of their current proficiency on job tasks within their rating to the same type of estimates made by current active duty personnel. Study results indicated that skills previously acquired on active duty deteriorate during the time personnel are assigned to the IRRs. Much less deterioration occurred for individuals who work in civilian jobs related to their Navy rating. For most of the ratings, the current proficiency levels of IRRs compared favorably with the proficiency levels reported by individuals currently on active duty. It appeared that the typical IRR should be able to perform most job tasks of his/her rating at mobilization after brief familiarization such as would be provided by direct, corrective supervision. (Appendixes, which form the bulk of the document, include job descriptions, cover letters, and study results for 16 ratings.) More than 100 data tables are contained in the document. (Author/YLB)

ED 271 643 CG 019 182

Scales, Peter; Frey, Amy Louise, Ed.
The Politics of Sexuality Education: Bibliography of Useful Resources. Revised Edition.
Planned Parenthood Federation of America, Inc., New York, NY. Education Dept.

PUB DATE- Sep 82
NOTE- 20p.
AVAILABLE FROM- Education Dept., Planned Parenthood Federation of America, Inc., 810 Seventh Avenue, New York, NY 10019 ($3.25, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Civil Liberties; *Community Support; *Legal Problems; *Sex Education; *Sexuality
IDENTIFIERS- *Controversial Materials

This bibliography lists 221 materials considered to be helpful in identifying obstacles to sex education, understanding the nature of the opposition to sex education, appreciating approaches useful for building community support, and learning about the legal aspects of sex education. Resources contained in this bibliography are through July 1982 and comprise a revision of a June 1981 bibliography. The entries are listed alphabetically by author and, although not annotated, each entry is coded to tell the reader whether the entry's primary content consists of essential and basic resources, historical background on sexual education controversies, strategies or approaches for sex education supporters, opponents' literature, legal aspects of sex education, research or survey reports, commentary or opinion, related areas, or general reference with much material on obstacles and opposition to sex education. In addition to the resources in the main bibliography, three additional lists of resources are included: (1) a list of 12 sources of information on censorship, civil liberties, the New Right, and current sex education activities and coalitions; (2) norms of 6 special journal articles devoted to sex education; and (3) organizations and addresses for widely circulated newsletters from opponents of sex education. (NB)

ED 271 701 CG 019 240

Shingleton, John D.; Fitzpatrick, Edwin B.
Dynamics of Placement...How to Develop a Successful Career Planning & Placement Program.
College Placement Council, Bethlehem, Pa.
REPORT NO.- ISBN-0-914885-09-X
PUB DATE- 85
NOTE- 216p.
AVAILABLE FROM- College Placement Council Foundation, 62 Highland Avenue, Bethlehem, PA 18017 ($19.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Planning; *College Role; *Employment Opportunities; Higher Education; *Job Placement; *Program Development; Program Implementation; *Student Personnel Services

This document presents college practitioners with a practical guide for establishing, maintaining, expanding, or revitalizing a contemporary career planning and placement center. The introduction to this guide contains a brief history of career planning and placement. Chapter 1, Career Planning and Placement in the Academic Setting, addresses the issues of constituency representation, position in the academic structure, public relations on campus, placement and the development fund, quantitative program evaluation, and centralized versus decentralized placement. Chapter 2, Career Planning and Placement Functions, discusses placement and counseling, career planning, self-help, employment search, on-campus interviews, credential referral service, workshops, prescreening, confidentiality of student records, and faculty liaison. Chapter 3 includes sections on placement in the disciplines of agriculture, arts and letters, business, communication, education, engineering, human ecology, and science. Chapter 4 discusses special programs in international placement, career days, academic career planning courses, equal employment opportunity programs, women's programs, affirmative action programs for the handicapped, and placement in the military. Other chapters focus on: (1) college placement at smaller institutions; (2) alumni placement; (3) computerized placement; (4) budget; (5) research; (6) student employment; (7) volunteer programs; (8) cooperative education programs; (9) ethics of placement; (10) career information center; (11) professional development; (12) professional standards; (13) demonstrations; and (14) placement office publications. The guide concludes with a summary, an eight-page reference list, and an extensive appendix of resource materials and sample forms. (NB)

ED 271 729 CS 008 498

Cohen, Andrew D.
Mentalistic Measures in Reading Strategy Research: Some Recent Findings.
PUB DATE- Mar 86
NOTE- 30p.; Revised version of a paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Processes; English (Second Language); Foreign Countries; Hebrew; Higher Education; *Measurement Techniques; Reading Comprehension; *Reading Processes; *Reading Research; *Reading Strategies; *Reading Tests; Testing Problems
IDENTIFIERS- Israel; *Mentalistic Measures

Noting the growing interest in recent years in the use of mentalistic measures in studying the reading process, this paper draws upon findings of studies conducted at the Hebrew University in Israel to show how mentalistic measures have been used effectively in reading research. Following a discussion of the unique role mentalistic data can play in reading research, the paper examines the nature of "reading strategies"--mental processes readers consciously choose to use in accomplishing reading tasks--and reviews the verbal report methods involved in their study. It then looks at specific studies from the Hebrew University that have used verbal report methods in four areas of investigation: (1) developing a taxonomy for reading strategies, (2) checking the appropriateness of mentalistic measures for different populations, (3) determining similarities between first language and foreign language reading, and (4) describing the taking of reading comprehension tests. Four pages of references conclude the report. (FL)

ED 271 771 CS 209 905

Richards, Jef I.; Preston, Ivan L.
Quantitative Research: A Dispute Resolution Model for FTC Advertising Regulation.
PUB DATE- 3 Aug 86
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Conflict Resolution; Deception; *Federal Regulation; *Government Role; *Media Research; Models; Problem Solving; Public Agencies; *Research Methodology; Statistical Analysis
IDENTIFIERS- *Federal Trade Commission
Noting the lack of a dispute mechanism for determining whether an advertising practice is truly deceptive without generating the costs and negative publicity produced by traditional Federal Trade Commission (FTC) procedures, this paper proposes a model based upon early termination of the issues through jointly commissioned behavioral research. The paper points out that in order to institute the model, it is necessary for the FTC to: (1) promulgate, as either industry guides or regulations, a basic outline of what it considers sufficient scientific methods to justify a "reasonable basis" to substantiate advertising claims and to measure advertising effects; and (2) apply these methods to the early resolution of disputes over deception. The paper describes a "trial run" of the model's concepts, showing that it worked to the benefit of the FTC. (FL)

ED 271 843 EA 018 622

Effective Middle Schools: A Presenter's Guide. Research Based Training for School Administrators.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 79p.
GRANT- NIE-G-80-0110
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; Administrator Role; *Adolescent Development; Educational Environment; Educational Improvement; Junior High Schools; Management Development; *Middle Schools; *School Effectiveness; *School Organization; Student Needs; Student School Relationship; Workshops

This guide for middle school administrators is built upon the concept of administrators training one another using scripted workshop materials. Written to be read aloud and adapted for individual use, the guide provides information for development of effective middle school programs. This workshop material is organized into six sections. Objectives, as presented in the introduction, encompass workshop goals, growth and development, early adolescent needs, program components, successful schools, and school improvement. Section 2, "Developmental Characteristics," examines four aspects of early adolescence, their interrelatedness, and their individual uniqueness. "Needs for Healthy Development," section 3, discusses seven needs school programs should meet for early adolescent students, including diversity and physical activity. Section 4, "Middle School Effectiveness," explores research findings that identify factors promoting academic effectiveness. Case study research conducted by Lipsitz (1982) is compared with other research discoveries. School organization, leadership, environment, curriculum and instruction, and relationship to community are analyzed in relation to school effectiveness. "Improving Middle Schools," section 5, briefly surveys results of middle school reorganization and assessment programs. The summary, section 6, lists presenter workshop goals. Appendixes include 3 handouts on school responses to developmental needs and 12 transparency masters which present workshop goals as discussion topics. (CJH)

Belsches-Simmons, Grace; Bray, Judith
The Legal Context for Teacher Improvement.
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- Department of Education, Washington, DC.; Spencer Foundation, Chicago, Ill.
REPORT NO.- ECS-TQ84-6
PUB DATE- Jan 85
NOTE- 30p.
GRANT- G00-830-3600
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Civil Rights; Compliance (Legal); *Constitutional Law; Court Litigation; Due Process; Elementary Secondary Education; Equal Protection; Federal Legislation; *Legal Problems; Program Development; School Districts; State Legislation; *Teacher Improvement; Teacher Rights

Teacher improvement programs must comply with federal and state constitutional requirements for due process, equal protection, and freedom of speech, as well as state and federal laws covering collective bargaining, civil rights, and the authority to institute improvement programs. This booklet explores these legal considerations, focusing on authority, conflicts with existing law, and processes for ensuring fairness and equity. The first chapter covers the delegation of authority and limitations of authority for policy-making, noting the roles played by state legislatures, state boards of education, and local educational agencies. The second chapter looks at the law on tenure and collective bargaining, pointing out that laws and regulations governing teacher improvement plans must conform to the existing laws or these laws must be changed. Chapter 3 considers due process requirements and the elements in the adversarial process. Federal and state civil rights laws protecting teachers from discriminatory treatment are the subject of the fourth chapter. Notes discuss the relevance of specific court cases to the topics addressed in the text. (PGD)

ED 271 557 CE 044 642

Fortney, Clarence; Gregory, Mike
Introduction to Welding.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

PUB DATE- 84
NOTE- 449p.; Some pages use colored paper.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (Catalog No. 600101--$24.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Employment Opportunities;

*Equipment Utilization; First Aid; Hand Tools; Job Application; Machine Tools; Mathematics Skills; Measurement Techniques; *Metallurgy; *Metals; Safety; Secondary Education; *Trade and Industrial Education; *Welding

This curriculum guide provides six units of instruction on basic welding. Addressed in the individual units of instruction are the following topics: employment opportunities for welders, welding safety and first aid, welding tools and equipment, basic metals and metallurgy, basic math and measuring, and procedures for applying for a welding job. Each unit contains some or all of the following: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to the tests. (MN)

ED 271 629 CE 044 747

Young Volunteers in ACTION (YVA) Effects Evaluation: Final Report.
ACTION, Washington, D.C.

PUB DATE- Jun 86
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; College Students; Community Programs; *Community Services; High School Students; *Low Income Groups; Postsecondary Education; *Program Effectiveness; Program Evaluation; Secondary Education; *Student Volunteers; Vocational Education; Youth; *Youth Programs
IDENTIFIERS- *ACTION (Agency); *Young Volunteers in ACTION

The specific effects of the Young Volunteers in ACTION (YVA) Program were examined through onsite interviews with project directors, workstation supervisors, and volunteers at 18 YVA projects in their second year of ACTION funding. Principal topics were accomplishment of YVA's poverty goals; effects of YVA on the workstation, volunteerism, and the volunteer; and evidence of institutionalization of YVA. If measured by income of program participants, the projects could be considered weak in accomplishing YVA's poverty goals. YVA volunteers were important sources of support to the workstation in terms of the workstations' ability to increase services provided to the community. The YVA projects were considered highly successful in terms of promoting a spirit of volunteerism among youth. YVA volunteers appeared to have gained important experience that will be useful in making the transition to becoming responsible community members. One YVA program objective was to develop self-sustaining volunteer opportunities for youth. Six projects reported full funding for the third year of operations; eight reported partial funding. Recommendations were continuation of volunteer opportunities for young Americans by ACTION and development of guidelines and technical assistance for recruiting low-income youth. (YLB)

ED 271 672 CG 019 211

Munoz, Ricardo F.; And Others
Depression Prevention Research: Design, Implementation, and Analysis of Randomized Trials.
PUB DATE- 24 Aug 85
NOTE- 20p.; Papers presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Collected Works - General (020)

DESCRIPTORS- Data Analysis; *Depression (Psychology); *Intervention; *Prevention; Research and Development; *Research Design; *Research Methodology

This document contains three papers concerned with prevention intervention research, a new area of depression research which has shown great promise for contributing new knowledge to the understanding of depression. The first paper, "Clinical Trials vs. Prevention Trials: Methodological Issues in Depression Research" (Ricardo F. Munoz), emphasizes that engaging in prevention/intervention research will allow perspectives which may not be evident using a treatment point of view. By actively seeking out high-risk groups, prevention/intervention research will contact a large proportion of untreated cases not represented in clinical research. The second paper, "Implementing a Randomized Prevention Trial in English, Spanish and Chinese" (Yu Wen Ying and Regina Armas), discusses the Depression Prevention Research Project, a project which involved English-, Chinese-, and Spanish-speaking adults not currently in psychotherapy. The methodology of the project is described in which subjects were screened for depression and were then randomly assigned to a control group or to either an intervention class or a videotape information presentation, both of which discussed self-control techniques effective in cognitive behavioral treatments of depression. The third paper, "Statistical Analysis Issues in Randomized Depression Prevention Trials" (Florentius Chan, et al.), discusses the issues of experimental design, outcome evaluation, and data analysis techniques in reference to the Depression Prevention Research Project. It is concluded that no experimental design is perfect for answering all questions and that the researcher's aims should be to develop the design that best isolates tests of major hypotheses, to measure outcome dimensions sensibly, and to use statistical analysis techniques that make real differences salient. (ABL)

Peterson, Donald R.
Interpersonal Relationships as a Link between Person and Environment.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attribution Theory; Counseling; Individual Characteristics; *Interpersonal Communication; *Interpersonal Relationship; *Personality Traits; *Social Environment; *Social Influences
IDENTIFIERS- *Interdependence

Interpersonal issues such as loneliness, intimacy, conflict, communication, assertion, aggression, and insecurity form the bulk of any clinician's concerns, yet the therapies offered to clients are mainly individual. The study of interpersonal relationships provides a necessary link between the person and the mainly social environment in which he lives. There are six major ideas in the conception of interpersonal relationships. The first main idea is interdependence, the notion that a relationship exists when the thoughts, feelings, and behaviors of each person are influenced by the behavior of the other. Second is the idea of recurrent interaction pattern. The form of any continuing relationship is defined by the pattern of recurrent interaction that goes on between or among the people in the relationship. Third is the concept of interaction episode. Episodes are the basic materials that make up relationships, and provide the basic data required for the study of relationships. A fourth concept concerns the linkage of personal characteristics with the courses of interactions and relationships. A fifth concept is the connection between person and environment; the idea that environmental conditions influence interactions and interactions influence the surrounding environment. The final general concept is the assumption of circular causality in examining linkages among personal dispositions, interpersonal relationships, and societal conditions. (NB)

ED 271 743 CS 209 759

Hamilton, James F.
Direct Satellite Broadcasting: Current International Regulation and Potential for Worldwide Agreement.

PUB DATE- Aug 86
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communications Satellites; Developed Nations; Developing Nations; Economic Development; Foreign Policy; *Information Networks; *International Cooperation; *International Law; *Policy Formation; Political Influences; Social Influences; Telecommunications; Treaties
IDENTIFIERS- *Direct Satellite Broadcasting

All countries desire direct satellite broadcasting (DSB) since it can create a telecommunications network without an expensive land-based transmission system. However, with this ability comes disagreement over not only how to use DSB to the greatest benefit, but also how to protect the system from what many see as potentially great misuse. Among the issues that need to be addressed are equal access, the spillover of signals, and the allocation of frequency and orbital slots. To address these concerns, the general trend in international policy-making has been toward more regulation in both access and use. Since the existing treaties governing the deployment and use of satellites are products of compromise and the varied practices within a range of countries, it is not surprising that they often contain contradictory and confusing language. Because of this ambiguity, many interpretations exist as to the meaning of the various treaties concerning countries' use of space. A country's technological expertise, politics, and wealth create difficulties in predicting what stance a country may take concerning DSB. Compromises made by developed countries as a result of Third World and eastern bloc pressure for equal access and protection from cultural or political damage represent affordable concessions given to maintain and protect a current dominance in international telecommunications. (HOD)

ED 271 757 CS 209 837

LeBlanc-Wicks, Jan
Free Speech vs. Free Enterprise: The Public Policy Clash between the First Amendment and the Right of Publicity.
PUB DATE- Aug 86
NOTE- 59p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986). Document is set in small type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Liberties; *Court Litigation; *Freedom of Speech; Guidelines; Journalism; Mass Media; Policy Formation; Privacy;

*Publicity; *Public Policy
IDENTIFIERS- Copyright Law 1976; Fair Use; *First Amendment; *Right of Publicity

Intended to help clarify issues surrounding the right of publicity (protection against the unauthorized commercial appropriation of a person's name, likeness, achievements or characteristics), this paper provides explanations of how the right developed, what it protects, how it has been applied in various jurisdictions around the country, and the issues raised by these decisions. The report also proposes guidelines to provide solutions for conflicting public policy issues. Following a brief introduction, posing some of the questions generated by the right of publicity, the report is divided into the following sections: (1) development of the right of publicity (historical development, public policy rationale, publicity's development from privacy, and public policy rationale for the right of publicity); (2) scope of the right of publicity (personal characteristics protected by the right, individuals protected by the right, duration of the right, and jurisdictional considerations); (3) the right of publicity's application in the media (news and newsworthy figures, literary works, movies and films, and live performances); (4) public policy conflict (First Amendment considerations, public interest, and conflict with copyright law); and (5) proposed right of publicity guidelines (public policy goals of proposed guidelines, descendibility guidelines, fair use guidelines, and protection guideline). The report concludes with a brief discussion of the impact of proposed right of publicity guidelines. The paper's 149 footnotes are appended. (HOD)

ED 271 787 CS 209 952

Zahlan, Anne Ricketson

Teaching Style through Literature.

PUB DATE- Mar 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Literary Styles; *Literature Appreciation; Reading Writing Relationship; *Writing Instruction

Use of imaginative literature to inculcate a heightened awareness of stylistic choices can tangibly benefit student writing. One technique that can instill in students some sense of the work of writing as well as the power of stylistic choice and the resonance of English is to provide them with questions to be answered using passages from works being read in class. Students may tabulate such things as nouns versus verbs versus modifiers, length and structure of sentences, metaphors, alliteration, rhythm, pace, and tempo. Cynics might criticize this notion, but must concede that subjecting prose to the kind of close analysis usually reserved for poetry can teach students concepts they previously may have resisted. While this will not produce any new insights into an author's work, the value of the exercise is in the exercise itself. Students have no trouble noticing the contrast in sentence length and structure in the prose of Faulkner and Hemingway. The significance of Hemingway's paratactic rhythms becomes far clearer when they are juxtaposed to Faulkner's crescendoes of clauses. In the short term, an exercise that clearly obliges students to see language in new ways must give them new things to say about words, syntax, and diction. In the long term, becoming aware of the difference that voice, for example, makes in a sentence and in a paragraph should bring a student writer closer to conscious decisions about word and verb tense choices in writing. (A list of questions on style and two passages from Hemingway and Faulkner are included.) (HTH)

ED 271 802 EA 017 834

Carlson, Kenneth; Rubin, Lawrence
Analysis of the Development and Implementation of Local and Statewide Standards in Basic Skills in the State of New Jersey: A Final Report.

Greater Newark Urban Coalition, N.J.; Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Sep 79
NOTE- 87p.
GRANT- NIE-G-76-0105
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basic Skills; Court Litigation; Decision Making; *Educational Development; *Educational Equity (Finance); Elementary Secondary Education; Equalization Aid; Lower Class Students; *Minimum Competencies; Needs Assessment; *School District Autonomy; School Law; State Boards of Education; State Courts; State Departments of Education; State Programs; State School District Relationship; *State Standards; Tax Allocation
IDENTIFIERS- *Chapter 97 (New Jersey); *New Jersey Minimum Basic Skills Program

This document reports on the results of a three-year series of studies of the development and implementation of statewide pupil proficiency standards in New Jersey, set in response to the passage of Chapter 97, New Jersey Public Laws of 1976. The first section of the report summarizes a survey of statewide minimum pupil proficiency standards in states other than New Jersey. The second section reflects on the variability of locally determined pupil proficiency standards in basic skills within the state of New Jersey. The third section reviews the standard setting decision-making process in greater detail through case studies of nine representative districts selected according to socioeconomic characteristics and the level of their local minimum standards. The fourth section summarizes interviews with 40 leading figures who have been involved in passing and in opposing the minimum competency laws. The fifth section describes how minimum pupil proficiency standards were developed in New Jersey. The final section examines the fiscal and programmatic impact of the state compensatory education programs on children found to be below statewide minimum standards in communication and computation skills. Each section contains illustrative tables, and the document concludes with appendices providing the interview protocols and research instruments. (IW)

ED 271 857 EA 018 646

Atkinson, Elaine

A State-Wide Implementation Program to Support Government Policy Initiatives in Education.

PUB DATE- Apr 86

NOTE- 9p.; In: A State in Action: Working with Schools for Program Improvement. Symposium presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, California, April 16-20, 1986). Session 813; see EA 018 844.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Curriculum Development; Educational Policy; Elementary Secondary Education; Foreign Countries; Government School Relationship; *Program Implementation; State Government; *State Programs; Statewide Planning

IDENTIFIERS- *Australia (Victoria); *Curriculum Victoria

Upon completion of a collaboratively generated plan for curriculum development in the state of Victoria, Australia, in the early 1980s, the state's education ministry appointed a committee to create and carry out a strategy for implementing the newly developed policies. The committee consisted of representatives from the state's education department, the state board of education, and the Victorian Institute of Secondary Education. The strategy that the committee devised, called Curriculum Victoria, comprised the following elements: distribution of a set of curriculum frameworks that local schools could use as bases for planning; distribution of a set of brief pamphlets and bibliographies on major issues addressed in the ministerial plan; distribution of a set of papers on educational issues and strategies including access to education, individual differences, learning and learning styles, teaching strategies, curriculum negotiation, and program assessment; the dissemination of information and the encouragement of information exchange; and the encouragement of professional development. This paper concludes with a review of some positive and negative aspects of the implementation effort (which was still in process as of the presentation of the paper) and some external factors affecting that effort. (PGD)

ED 271 871 EA 018 661

Furman, Gail Chase
School District Approval for Staff Development: "Garbage Can" Decision-Making.
PUB DATE- Apr 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Curriculum Development; *Decision Making; Elementary Secondary Education; *Inservice Teacher Education; *Participative Decision Making; *Problem Solving; *Staff Development; *Teacher Education Programs; Writing Instruction
IDENTIFIERS- March (James G); Olsen (J P)
This paper explores the decision-making process leading to school district approval for staff development. A retrospective field study approach was used to investigate the decision of a small, rural school district in eastern Washington (enrollment 2,200) to adopt a comprehensive English composition teaching program throughout the curriculum. This case was chosen because the program scope required community-wide participation. Interviews with superintendents, principals, teachers, and others were conducted, and several relevant district documents were examined. Data were analyzed according to J. G. March and J. P. Olsen's "garbage can" model of decision making, defined as a series of choice opportunities in which a given project is one of several competing solutions addressing numerous problems. Two implications may be drawn: (1) the "garbage can" model was definitely applicable to the decision-making process in a small, rural school district; and (2) results may help educators anticipate conditions under which staff development programs may be approved in similar settings. The interplay of March and Olsen's theoretical "streams" (choice opportunities, participants, problems, and solutions) may encourage other staff development advocates to initiate similar processes. (MLH)

ED 271 899 EC 171 312

Berrigan, Carol
The Deaf Education Program in Sherwood Elementary School.
PUB DATE- 82
NOTE- 23p.; In: In the Mainstream: Case Studies of Integrated Education for Children with Disabilities, see EC 171 309.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; *Deafness; Elementary Education; *Mainstreaming; Program Descriptions; Teacher Attitudes

This case study focuses on a deaf education program for elementary students. Four deaf classes categorized as Kindergarten, Primary I (paralleling first grade), Primary II (second and third grades), and Elementary (fourth, fifth, and sixth grades) are described, and one student from each of the classes is focused upon to illustrate the program's effectiveness. Descriptions of classroom interactions are provided, as well as comments from the teachers. Attitudes of regular class teachers largely support mainstreaming as an enrichment of the regular program. Comments of the principal and of deaf education teachers are also offered, and some difficulties in communication among parents and school personnel and BOCES (Board of Cooperative Educational Services) administrators and teachers are noted. The importance of inservice training for regular class teachers is emphasized. (CL)

ED 271 931 EC 190 240

Michigan Life Role Competencies: Special Education Assessment Package.

Michigan State Board of Education, Lansing. Michigan Educational Assessment Program.

PUB DATE- Oct 84
NOTE- 182p.; Manual also available separately, see ED 250 543.
AVAILABLE FROM- Michigan Dept. of Education, Theodore R. Beck, Special Education Services, P.O. Box 30008, Lansing, MI 48909 ($17.95).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Daily Living Skills; *Disabilities; Graduation Requirements; High Schools; Interpersonal Competence; *Job Skills; *Minimum Competencies; *Minimum Competency Testing; Student Evaluation
IDENTIFIERS- *Michigan Life Role Competencies

The packet includes a manual describing the Michigan Life Role Competencies (MLRC), a set of appropriate expectations for high school graduates, and an adapted version of those competencies for special education students. MLRC addresses four major areas in functional adult living: (1) employability and occupational skills; (2) personal and family management; (3) civic and social responsibilities; and (4) aesthetic and humanistic appreciations. Component statements within each life role are further broken down into performance objectives. Each performance objective is accompanied by a sample test item. Student assessment booklets and sample answer sheets are also included. (CL)

ED 271 572 CE 044 665

Special Answers for Special Needs. A Guide to Available 310 Resources.

Office of Vocational and Adult Education (ED), Washington, DC. Clearinghouse on Adult Education.

PUB DATE- Jul 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Classroom Techniques; *Correctional Education; *Disabilities; Employment Potential; English (Second Language); Instructional Materials; Job Skills; *Job Training; Literacy Education; Parent Education; *Student Recruitment; Teaching Methods; Volunteers
IDENTIFIERS- *310 Project

This guide describes 25 resources intended to assist those providing adult basic education (ABE) services and provides information concerning the sources and cost and availability of these publications. Described in the guide are three works dealing with strategies for recruiting ABE students; seven works dealing with disabilities (learning disabilities, physical disabilities, visual impairment, mental retardation, and deafness); one work each on corrections education and employability training; four works dealing with English as a second language (ESL) (including guides for integrating ESL into the workplace and using a family approach); four works on adult literacy instruction (including information on forming a literacy coalition and publishing an anthology of adult student writing); two works on parent education (dealing with home education and an intergenerational reading project); and three works on using volunteers in adult education. (MN)

ED 271 586   CE 044 689

Carlisle, Ysanne
Workteams. Supervising: Principles and Practices of Supervision. The Choice Series #13. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-55-4

PUB DATE- 85
NOTE- 106p.; For related documents, see ED 266 310-312, ED 268 236-263, ED 270 592-593, and CE 044 690-693.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington New Town, Tyne and Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Conflict Resolution; *Group Dynamics; Interpersonal Relationship; *Personnel Management; Postsecondary Education; *Supervisory Methods; *Supervisory Training; *Team Training; *Teamwork

This student guide is intended to assist persons employed as supervisors in improving their ability to organize and manage work teams. Discussed in the first four sections are the following topics: groups and work teams (work groups, types of groups, work teams, and the effect of the workplace on groups); individuals in groups (the individual, personality, perception, motivation, and social influences); influences in groups (norms, group roles, and power and influence); and procedures for building a work team (development of a work team, orientation, conflict, cohesion, and team development). Each of these sections contains an introduction, instructional text that is interspersed with reinforcing learning activities, and a section summary. The fifth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). A unit review, which also includes a description of related extension courses and resources, concludes the guide. (MN)

Knuti, David; And Others

Community Based Organizations and JTPA. JTPA Guide #3.
Center for Community Futures, Berkeley, CA.
PUB DATE- 86
NOTE- 175p.; For guides #1 and #2, see CE 044 725-726.
AVAILABLE FROM- Center for Community Futures, P.O. Box 5309, Berkeley, CA 94705 ($45.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accountability; Check Lists; *Community Organizations; *Economically Disadvantaged; Educational Legislation; *Employment Programs; Federal Legislation; *Financial Support; *Job Training; Participation; Postsecondary Education; Program Content; Program Implementation; Resource Allocation; Standards; Technical Assistance
IDENTIFIERS- *Job Training Partnership Act 1982

This guide is intended to assist community-based organizations (CBOs) in developing Job Training Partnership Act (JTPA) programs that will provide needed services to their constituents. First, the history and implications of JTPA are summarized from a CBO viewpoint. Discussed in a chapter on JTPA funding categories are such topics as allocation categories, cost principles, management requirements, and authorized activities. Performance standards, development of a strategic plan whereby a CBO can influence or provide services through JTPA, and sources of training and technical assistance are outlined. The next two chapters contain papers written with the National Association of Private Industry Councils and the National Association of Counties that offer insight into ways in which CBOs can participate in JTPA. Concluding the guide is a simulation game, NEXUS, that is intended to help private industry councils and CBOs understand the pressures, motives, and countervailing forces that influence JTPA policymakers. An appendix includes information on the services, staff, and publications of the Center for Community Futures. (MN)

ED 271 658 CG 019 197

Molgaard, Virginia
Family Stress: Dealing with Blame. Help for Farm Families in Crisis. Student Text and Leader's Guide and Lesson Plan.
Iowa State Univ. of Science and Technology, Ames. Cooperative Extension Service.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
REPORT NO.- Pm-1223; Pm-1224
PUB DATE- Oct 85
NOTE- 12p.; Prepared as part of the North Central Region Stress Management Program Focused on Farm Families.
AVAILABLE FROM- Media Resources, 112B Pearson, Iowa State University, Ames, IA 50011 (videotape half-inch width, $25.00; three-quarter-inch width, $35.00);
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attribution Theory; Family (Sociological Unit); Family Counseling; *Family Problems; *Farmers; Farm Management; *Financial Problems; *Stress Management; *Workshops
IDENTIFIERS- *Blame; *Family Farms

These two documents address the issue of dealing with blame for farm families in crisis. The first document, for the adult student, discusses how and why people blame each other, with emphasis on the current farm financial crisis. It is noted that blaming occurs primarily at the anger and depression stages of the loss cycle and that, when losing the family farm, farmers can feel blame coming from the community, from relatives with a love of the land, from spouses, and from the farmer himself. It is suggested that farmers can avoid feeling blame by realizing that factors beyond their control led to the crisis and by supportive interpersonal relationships. The second document is a leader's guide for a workshop which attempts to lift the shame and guilt from farming individuals and families who are being blamed. Four activities are described including the following: (1) a discussion activity to accompany the videotape "Dealing with Blame"; (2) an activity and worksheet on understanding blame; (3) an activity and worksheet on interpersonal behavior and communication; and (4) an activity and worksheet on avoiding blame in farm families. (ABL)

ED 271 816 EA 018 581

Chance, Paul

Teaching Thinking.

National Association of Secondary School Principals, Reston, Va.
PUB DATE- May 86
NOTE- 8p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTORS- *Cognitive Processes; *Critical Thinking; Curriculum Development; Elementary Secondary Education; *Instructional Systems; Philosophy; Program Descriptions; Program Implementation; Relevance (Education); Teaching Methods
IDENTIFIERS- *Thinking Skills

As the world moves from the industrial age into the information age people become less dependent on basic facts and skills and more dependent on the ability to manipulate information. The higher level thinking skills that are needed in this new age must be taught in the schools. When selecting programs for teaching thinking, educators should assess each program's assumptions and goals, methods and materials, intended audience, requirements for training and teacher characteristics, potential benefits, and foreseeable problems. Among the pitfalls that those instituting programs should avoid are: moving too fast; trying to cover too much; expecting too many results too soon; neglecting evaluation, the home environment, and traditional course content; and capitulating to early failures. This report discusses the characteristics of six programs for teaching thinking and lists contact people at schools where the programs have been instituted. The six programs are CoRT (named for its originating institution, the Cognitive Research Trust), the Productive Thinking Program, Philosophy for Children, Odyssey, Instrumental Enrichment, and Thoughtful Teaching. Sources for additional information are cited. (PGD)

ED 271 831 EA 018 605

Designing for the Physically Disabled.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-0664-5
PUB DATE- 86
NOTE- 34p.; Supersedes "Designing Schools for the Physically Disabled," ED100063.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accessibility (for Disabled); *Building Plans; *Educational Facilities Design; Educational Facilities Improvement; Elementary Secondary Education; *Facility Guidelines; Foreign Countries; *Physical Disabilities; Physical Mobility; School Construction; Wheelchairs
IDENTIFIERS- *Ontario

This publication provides instructions and visual diagrams both for adapting existing structures and for building new facilities to meet the special needs of the disabled. Each of the two main sections is divided into two parts: "The Site" and "The Building." The first section, "Modification of Existing Schools," covers topics of grading, walks, curbs, parking lots, ramp requirements, entrances, internal doors and doorways, stairs, handrails and balustrades, elevators, platform and chair-type lifts, washrooms, water fountains, cloakrooms, public telephones, floors and floor finishes, and wall finishes. The second section, "New Facilities: Planning for the Disabled," discusses size and location of the site, topography, landscaping, schoolgrounds, corridors, classroom and instructional areas, cafeterias, auditoriums and lecture halls, and swimming pools. The much briefer third and fourth sections, "Special Features and Equipment" and "Physical Environment," include instructions for work and storage areas, chalkboards, work tables, sand and water tables, art easels, carrels, water, window sills, lighting, and safety. Three appendixes include charts of anthropometric data, wheelchair data, and a checklist. (IW)

ED 271 915 EC 190 223

Woolcock, William Woodrow
An Experimental Analysis of General Case Simulation Instruction and the Establishment and Maintenance of Work Performance in Severely Handicapped Students.
Pittsburgh Univ., Pa.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 85
NOTE- 217p.; Ph.D. Dissertation, University of Pittsburgh. Some illustrations contain small type.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Generalization; Job Skills; Moderate Mental Retardation; Secondary Education; *Simulation; *Training Methods

This doctoral dissertation examines the extent to which general case simulation instruction on a janitorial task sequence and a housekeeping task sequence conducted with four secondary and postsecondary age persons with moderate mental retardation resulted in generalized performance. A multiple baseline design across subjects and behaviors was used to assess subject performance in simulation instruction, on concurrent and subsequent actual job probes, and in actual job instruction. Data indicated that simulation instruction on two representative teaching examples for each of two job task sequences resulted in concurrent generalized performance on six response examples for each task sequence, and in subsequent improvements in job entry skills which were maintained and extended during actual job instruction and instructor withdrawal phases. Results are discussed in terms of potential uses and misuses of general case simulations of community job skills. An extensive literature review of 57 items is included on: (1) high school programs for the severely handicapped students; (2) adult vocational and nonvocational day placements; (3) alternatives to the continuum of services; and (4) generalization. A short version of this document (26 pages) prepared for journal publication, and authored by William Woodrow Woolcock, Steven R. Lyon, and Karin P. Woolcock, is appended. There are textual and reference differences between the two documents. (Author/CL)

ED 271 946 FL 015 736

Kaufman, Margo R.

An Effective Communication Approach for the Introduction of French Literature.

PUB DATE- 86
NOTE- 15p.; Paper presented at the Northeast Conference on the Teaching of Foreign Languages (33rd, Washington, DC, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Classroom Techniques; *Communicative Competence (Languages); Course Descriptions; Drama; *French Literature; Higher Education; *Idioms; *Language Skills; Novels; Reading Instruction; Second Language Instruction; Testing; *Vocabulary Development; Writing Exercises

An intermediate level course in a university French program, entitled "Problems in Language and Style," is intended to develop students' skills in reading, writing, and speaking French through extensive work in building vocabulary and idioms. After a thorough and methodical reading of one novel and one play, the students are expected to read most moderately difficult texts in the original version with comprehension and enjoyment. Various instructional methods are incorporated into the course, which uses learner-centered group activities and constant emphasis on communication. Because the original foreign language version of the texts are used, background information about the author, the author's relationship to the work, and the text's general scope, as well as materials and activities encouraging communication and classroom interaction are added by the teacher. Extensive vocabulary and idiom lists are distributed at the outset. Compositions related to the text's structure or content but designed to stimulate student thinking are assigned throughout the course, alternating with examinations. Classroom activities include role-playing, physical response activities, and mock telephone conversations related to the texts. Testing focuses on vocabulary, idioms, and free expression, and combines objective items with the writing of original sentences using idioms, and short compositions. Numerous specific suggestions for classroom activities in all the above-mentioned areas are included. (MSE)

ED 271 601 CE 044 710

The Coal Employment Project--How Women Can Make Breakthroughs into Nontraditional Industries.
Women's Bureau (DOL), Washington, D.C.
PUB DATE- 85
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Affirmative Action; *Coal; *Employed Women; Employment Potential; *Employment Programs; Guidelines; Job Skills; Job Training; *Mining; *Nontraditional Occupations; Postsecondary Education; *Program Development; Program Implementation; Sex Discrimination; Sex Fairness
IDENTIFIERS- *Coal Employment Project

Based on a project carried out by the Women's Bureau of the U.S. Department of Labor, this program guide provides a plan for helping women gain entrance into nontraditional industries. The guide uses as background and examples in the planning process the coal employment project that began in 1977 to make intensive efforts to help women get jobs in the coal mines of Appalachia. The 12 steps of the planning and implementation process are discussed in individual sections of the guide: (1) assess the need for a program and document the facts; (2) develop media strategies; (3) structure the organization and develop the program framework; (4) develop a proposal and seek funding; (5) establish an advocacy position; (6) develop support networks; (7) design training components; (8) develop and collect training materials; (9) recruit and screen applicants; (10) conduct the training; (11) assist in finding jobs; and (12) provide ongoing support. Appendixes to the guide provide: suggestions for developing a nonsexist training program, a contents outline of the coal mine project training manual, information on local mines (form), checklist of suggestions for making job application at coal mines, and a job application form. (KC)

ED 271 687 CG 019 226

Survey of Drug Abuse among Maryland Adolescents, 1984. Report on Alcohol Use.

Maryland State Dept. of Health and Mental Hygiene, Baltimore.

PUB DATE- 28 Feb 85
NOTE- 90p.; For related documents, see CG 019 225 and CG 019 227.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Alcoholic Beverages; *Drinking; Secondary Education; *Secondary School Students; *State Surveys; *Student Attitudes; *Trend Analysis
IDENTIFIERS- Alcohol Use; *Maryland

This paper is one of three major reports documenting the results of a 1984 survey of Maryland adolescents' knowledge of, attitudes toward, and experiences with drugs and alcohol. An introduction briefly outlines the work of the Maryland Drug Abuse Administration and describes earlier surveys. A methodology section describes 1984 sampling techniques and survey administrations which resulted in 33,079 valid questionnaires from 8th, 10th, and 12th grade students statewide. Computation of statewide estimates is explained. The survey results reported in this paper are organized into three sections. Part One presents statewide and geographic subdivision estimates of alcohol use among Maryland adolescents computed from the 1984 survey. The results are categorized as: (1) prevalence of alcohol use; (2) alcohol abuse and consequences; and (3) demographic characteristics of Maryland adolescents who use alcohol. Part Two examines trends in alcohol use among Maryland adolescents by comparing and contrasting statewide and subdivision estimates for 1978, 1980, 1982, and 1984. Part Three compares the Maryland results to the results obtained by the National Institute on Drug Abuse in its 1978, 1980, 1982, and 1984 surveys of student drug use in America. The report's conclusion summarizes the findings of the 1984 survey and concludes that alcohol use, as reported by adolescents between 1978 and 1984, has declined in Maryland. Relationships found between demographic characteristics and the use of alcohol are also summarized. Twenty-eight data tables appear throughout the text and the Maryland Adolescent Survey 1984 is appended. (NB)

ED 271 772 CS 209 906

Hult, Christine A.
The Computer and the Inexperienced Writer.
PUB DATE- Mar 86
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Courseware; Higher Education; Prewriting; *Revision (Written Composition); *Word Processing; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Inexperienced Writers

In the absence of appropriate instruction, word processing programs in general and stylistic analysis programs in particular can reinforce the unproductive revision strategies of inexperienced student writers. For example, the predilection of inexperienced writers to see text as parts (words) rather than as whole (communication) can be reinforced by writing with computers, since only a small amount of text fits on the screen and the entire text is relatively inaccessible until a printout is made. Of even greater concern is the tendency of inexperienced writers to substitute and delete rather than add and rearrange words. The problem is heightened when students use text analysis programs, which concentrate on words rather than on the whole text. The inexperienced writer's concern about rule violations is also reinforced by spelling checkers since they identify such a limited set of errors. Students need instruction in word processing functions that allow them to add and rearrange as well as to substitute and delete; class time should be spent on rearranging text using block movements. Analysis programs should not be run until concerns about the whole essay have been addressed through conferences and repeated revision sessions. In order to use word processing effectively, students must understand the principles of effective composition and apply those principles to writing with a word processor. (HOD)

ED 271 886 EA 018 676

Kirst, Michael W.

Sustaining State Education Reform Momentum: The Linkage between Assessment and Financial Support. Policy Paper No. 85-C3.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 21p.; Paper presented at the Annual Meeting of the Education Commission of the States (Philadelphia, PA, July 1985).
GRANT- NIE-G-83-0003
AVAILABLE FROM- Publication Sales, IFG/SEPI Publications, CERAS Building 402S, Stanford University, Stanford, CA 94305 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cost Effectiveness; *Educational Change; Educational Finance; Elementary Secondary Education; *Finance Reform; *Program Evaluation; Public Education; Public Opinion; *Public Support; *State Aid

A review of fiscal and political trends in the late 1970's made it appear that support for education would slip measurably, but a resurgence of national interest in education in the early 1980's as a result of commission reports and nationwide studies has led to increased spending for major reforms. The pattern of support for reforms in other areas suggests that the public must be convinced that reforms are having an impact if their support is to continue. This need to convince the public can be translated into a need for effective means of measuring the results of the educational reform efforts. Among the methods that can be used for evaluating the success of reforms are (1) monitoring statewide and local performance indicators, (2) studying the overall financial impact of the reforms, (3) comparing the cost effectiveness of various programs with similar goals, (4) conducting evaluations of discrete programs, (5) assessing the degree of local implementation of state-mandated reforms, (6) examining the cumulative impact of broad reform packages, and (7) conducting research isolating cause and effect relationships. Such evaluations are extremely complex, but are critical to maintaining reform momentum. (PGD)

ED 271 558 CE 044 644

Hires, Bill; And Others
Small Engine Repair. Two-Stroke and Four-Stroke Cycle.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.; Missouri Univ., Columbia. Instructional Materials Lab.
PUB DATE- 85
NOTE- 754p.; Revision of Comprehensive Small Engine Repair (ED 146 392). Some pages use colored paper.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (Catalog No. 800501--$28.00).
LANGUAGE- English
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; Competency Based Education; *Electrical Systems; *Engines; Equipment Utilization; Hand Tools; Learning Activities; Lesson Plans; Measurement Techniques; Power Technology; Safety; Secondary Education; *Small Engine Mechanics; *Trade and Industrial Education

This curriculum guide is intended to assist persons teaching a course in repairing two- and four-stroke cycle small engines. Addressed in the individual units of instruction are the following topics: safety, tools, fasteners, and measurement techniques; basic small engine theory (engine identification and inspection, basic engine principles and design, and operation principles of two- and four-stroke engines); electrical systems (basic electricity and ignition, charging, and starting systems); and engine service (parts management; lubrication, cooling, fuel, governor, and exhaust systems; troubleshooting; and overhaul of four- and two-stroke cycle engines). Each unit contains some or all of the following: performance objectives, suggested activities for teachers and students, information sheets, transparency masters, assignment sheets, job sheets, tests, and answers to the tests. (MN)

ED 271 644 CG 019 183

Sexuality Education Can Make a Difference. Reference Sheet 1 and Bibliography of Selected Resources.

Planned Parenthood Federation of America, Inc., New York, NY. Education Dept.

PUB DATE- Apr 82
NOTE- 14p.
AVAILABLE FROM- Education Dept., Planned Parenthood Federation of America, Inc., 810 Seventh Avenue, New York, NY 10019.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Development; *Adolescents; Annotated Bibliographies; Contraception; Elementary Secondary Education; *Family Life Education; Pregnancy; *Sex Education; *Sexuality

This document contains a reference sheet and an annotated bibliography concerned with sexuality education. The reference sheet provides a brief overview of the results of sexuality education programs as reported in the literature. The annotated bibliography contains the relevant information for each article, study, or book citation included in the reference sheet's bibliography. The 35 citations are all from the 1970s and the early 1980s and cover such topics as teenage pregnancy, sexuality and adolescents, family life and sexuality education, contraception, adolescent development, and human sexuality. (NB)

ED 271 730 CS 008 501

Watson, Jerry J.
Literary Gaps Invite Creative Interaction.
PUB DATE- Nov 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (13th, Minneapolis, MN, November 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Creative Development; *Creative Expression; Elementary Education; *Experience; Experiential Learning; *Fantasy; Prior Learning; *Reader Response; *Reader Text Relationship; Schemata (Cognition)
IDENTIFIERS- Applebee (Arthur); Iser (Wolfgang); *Literary Gaps

Literary gaps were identified by Wolfgang Iser in 1974 as "vacant pages" that invite the reader to reflect and enter into the text thereby motivating students to experience the text as reality. Arthur Applebee, in 1979, identified three categories to distinguish children's types of interaction with stories: (1) the complexity of literary and personal experiences, (2) a mastery of techniques and conventions of literary forms, and (3) the relationship between the experience of the work and the reader's own life. To determine the types of interaction that occur with modern fantasy, a picture story book was read to children in first, fourth, and sixth grades. They were then asked to fill in the literary gaps with their own writing. The examples of children's writing revealed that they draw upon their experiences with literature and life to interact with the work and this supported the literary theories of Iser and Applebee. (A list of steps for teachers to use to elicit creative responses from children and a booklist of modern fantasies for children age six through twelve are included.) (SRT)

ED 271 844 EA 018 623

Freedom of Speech: A Presenter's Guide. Research Based Training for School Administrators.

Oregon Univ., Eugene. Center for Educational Policy and Management.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 56p.
GRANT- NIE-G-80-0110
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Freedom; Administrator Guides; Administrator Role; Court Litigation; Elementary Secondary Education; Employment Practices; *Freedom of Speech; Government School Relationship; Labor Relations; Management Development; School District Autonomy; School Law; Superintendents; Teacher Administrator Relationship; *Teacher Rights; Workshops
IDENTIFIERS- *First Amendment; *Supreme Court

This guide for school district administrators presents workshop materials for administrators' mutual training. The guide assists administrators in preventing lawsuits by teachers against the district for violations of the First Amendment right to freedom of speech. Section 1, the introduction, offers two objectives: to acquaint administrators with teachers' legal limits on the First Amendment right to speak freely on matters of public concern and to discuss school boards' legal rights to limit teachers' classroom autonomy, or "academic freedom." Section 2, "Preliminary Considerations," gives examples of U.S. Supreme Court rulings defining speech that is protected and that which is not. "Teachers' Rights to Speak as Citizens," section 3, analyzes repercussions of the "balancing test" used by the court to establish rights public employees may be allowed under the First Amendment. Section 4, "Academic Freedom," notes that, although teachers do not possess a clearly defined constitutional right to academic freedom, lower courts often support the right. The Supreme Court's position is put into perspective by examples and hypothetical case exercises. Section 5, the conclusion, pursues finer points of applying the academic freedom standard. Seven handouts and 12 transparency masters are appended. (CJH)

ED 271 900 EC 171 313

Kugelmass, Judy W.
Integration in a Segregated School: A Study in Contradictions.
PUB DATE- 82
NOTE- 37p.; In: In the Mainstream: Case Studies of Integrated Education for Children with Disabilities, see EC 171 309.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Elementary Education; *Emotional Disturbances; *Mainstreaming; Program Descriptions; Program Effectiveness; Special Classes; Urban Education

The paper describes an inner city elementary program for mainstreaming seriously emotionally disturbed (SED) students. It is suggested that the program, despite sharing the building with nonhandicapped students, is really physically segregated, and that rigid use of the Distar curriculum does not prepare the student for later creative problem solving. Contradictions between labels of SED and the existence of severe learning deficits are noted, as are questions on the use of physical punishment. The basic question, whether students could ever be successfully integrated into a white middle class school with white middle class expectations, is said to remain unanswered. (CL)

ED 271 587 CE 044 690

Twitty, Robert
Method Study. Supervising: Technical Aspects of Supervision. The Choice Series #33. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-70-8
PUB DATE- 86
NOTE- 114p.; For related documents, see ED 266 310-312, ED 268 236-263, ED 270 592-593, and CE 044 689-693.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House,

Washington New Town, Tyne and Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Evaluation Methods; *Job Performance; *Personnel Evaluation; *Personnel Management; Postsecondary Education; *Supervisory Methods; *Supervisory Training

This student guide is intended to assist persons employed as supervisors in learning how to apply the principles of method study in the workplace. Discussed in the first three sections are the following topics: understanding the principles of method study (method study procedures and ways of helping the work team feel comfortable with the method study concept); selecting and recording; and examining, developing, installing, and maintaining. Each of these sections contains an introduction, instructional text that is interspersed with reinforcing learning activities, and a section summary. The fourth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). A unit review, which also includes a description of related extension courses and resources, concludes the guide. (MN)

ED 271 630 CE 044 748

Strohbehn, Roger, Ed.
An Economic Analysis of USDA Erosion Control Programs: A New Perspective. Agricultural Economic Report No. 560.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Aug 86
NOTE- 88p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 001-019-00448-7).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agricultural Education; Agriculture; *Cost Effectiveness; Productivity; *Program Costs; *Program Effectiveness; *Soil Conservation

A study analyzed the total (public and private) economic costs and benefits of three U.S. Department of Agriculture erosion control programs. These were the Conservation Technical Assistance Program, Great Plains Conservation Program, and Agricultural Conservation Program. Significant efforts at funding for current programs were directed to cropland that erodes at less than five tons per acre per year. Analysis showed benefits exceeding costs on cropland with erosion rates of about 15 tons per acre per year. Offsite benefits (enhanced fishing and recreation activities and reduced sediment removal costs for navigation) accounted for significant erosion control benefits and indicated the significance of public benefits from soil conservation efforts. Four possible ways to increase the payoff from erosion control programs were suggested: (1) target public conservation funds to land with the highest erosion rates, (2) give increased recognition to offsite benefits, (3) provide conservation assistance based on the economic value of soil productivity loss and the value of reducing offsite damages rather than simply on physical erosion rates, and (4) expand the Conservation Reporting and Evaluation System to include data for estimating the full economic consequences and costs of conservation practices. (An appendix discusses the five major components of the benefit and cost analysis presented here.) A 72-item list of references is appended. (YLB)

Scott, Gary J.
The Career Planning and Placement Office: Implications for the Future.
College Placement Council, Bethlehem, Pa.
REPORT NO.- ISBN-0-914885-04-9
PUB DATE- 83
NOTE- 83p.
AVAILABLE FROM- College Placement Council Foundation, 62 Highland Avenue, Bethlehem, PA 18017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Development; *Career Planning; College Programs; *College Students; Higher Education; *Placement; Program Effectiveness; *Recruitment; *Student Needs; *Student Personnel Services

This study surveyed college placement directors and senior college administrators as part of a project to develop a model career planning and placement program. The survey instrument for placement directors requested information on research activity, campus-based programing, and basic demographic data. The senior college administrator survey requested attitudinal data on career planning and placement. The study results indicated that: (1) career development needs of college students were diverse; (2) programs existed to meet both the needs of the immediate constituents and of society; (3) campus assessments of student needs should be conducted; (4) career planning and placement offices provided diverse programs and services; (5) campus agencies other than career placement provided some career or placement services; and (6) few campuses had all career development and placement services reporting to the same person or campus division. Because of the diversity indicated by this study, a single model program for student career development seems unrealistic. Appendices provide survey items and a summary of results for each item. A five-page bibliography is included. (ABL)

ED 271 716 CG 019 255

Peterson, Donald R.
Education for Practice.
PUB DATE- Apr 86
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Psychology; *Education Work Relationship; *Graduate Study; Higher Education; *Professional Education; *Psychologists; Psychology; *Relevance (Education)

A large majority of graduates of university clinical training programs will not enter careers of research and scholarship but will instead enter professional practice. This fact has several implications for such training programs. The basis of professional education is disciplined knowledge. The body of knowledge and technique that comprises professional psychology is changing rapidly. Effective professional work involves not merely the application of established procedures but the design of new procedures or the individualized assembly of novel patterns of established procedures. The disciplined character and the preparation for change that are inherent in the scientist-practitioner model of education constitute its main strengths. However, the professions and the sciences also differ in important ways. First, science faces the discipline; professions face the public. The meaning of this for education is that professional training, unlike preparation for research, must be comprehensive and must include active skill training across multiple levels of human functioning. A second fundamental difference is that while science must be free, professions must be defined and constrained. These differences suggest that professioanl degrees are fitting for professionals while Ph.D. degrees are suitable for scholars, and that professional schools are suitable for educating professionals while academic departments are suitable for educating scientists. (NB)

ED 271 744 CS 209 761

Lentz, Richard
The Search for Strategic Silence.
PUB DATE- Aug 86
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Analysis; *Mass Media Effects; *Media Research; News Media; *News Reporting; *Press Opinion; Reader Text Relationship
IDENTIFIERS- *Editorial Omissions; Editorial Policy; King (Martin Luther Jr); Press Role

Media content analysts seldom observe the principle that editorial omissions are as telling as what is published or broadcast; hence, the purpose of this paper is to explore, and thus stimulate debate about, editorial omissions or "strategic silence." It is observed that as a concept, strategic silence embraces both tact and strategy--the former being an institution process that produces images and symbols appropriate to the larger process whereby journal and readers make sense of the world. It is further observed that although the resulting version of reality may be regarded as the end product of a conspiracy of silence, it should be understood as the production of meanings based not only upon manifest content but also upon ways in which some things are either not seen or not recorded because of the social transaction between readers and producers of editorial matter. Next, the paper explores the discordance between historical and social science methods in terms of its implications for the search for strategic silence, which should be conducted in accord with tested historical principles of avoiding presentism and collating evidence. Finally, the paper offers illustrations of strategic silence drawn from a study of the symbolic portraits of Dr. Martin Luther King, Jr., that were sketched by "Time," "Newsweek," and "U.S. News & World Report" magazines. (HTH)

ED 271 758 CS 209 839

Schoening, Gerald T.
A Preliminary Investigation: The Effects of Hue and Saturation on Ratings of Models.
PUB DATE- Aug 86
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Color; Graphic Arts; Higher

Education; *Media Research; Semantic Differential; Visual Aids; *Visual Perception; Visual Stimuli
IDENTIFIERS- *Color Saturation; *Fashion Models

A study examined the expectation that videotaped male models would be rated similarly to ratings previously found in research literature for red, blue, and monotone hues, and high, medium, and low levels of color saturation. Using a Graeco-Latin Square design, the ratings of 147 subjects (communications students at the University of Utah) were analyzed using the Activity, Potency, and Evaluation dimensions of nine semantic differential scales with both MANOVA and multiple regression. Results indicated that only for Activity did hues influence subjects' ratings of models and that models themselves had the most influence on the ratings. The major factor appeared to be the subjects' perceptions of, and expectations associated with, the term "model." Subjects may have rated models on the basis of how the models compared to subjects' expectations of how models should appear. The results suggest that people cannot be considered a phenomenon similar to inanimate objects when examining the influence of color. (A sample evaluation sheet, and tables of data are appended.) (SRT)

ED 271 858 EA 018 647

Stephens, Max
In Search of a More Coherent Curriculum: Developing Curriculum Frameworks.
PUB DATE- Apr 86
NOTE- 19p.; In: A State in Action: Working with Schools for Program Improvement. Symposium presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, California, April 16-20, 1986). Session 813; see EA 018 844. Attachment A contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Educational Planning; Educational Policy; Elementary Secondary Education; Foreign Countries; *Government School Relationship; State Departments of Education; State Programs

IDENTIFIERS- Australia (Victoria)

The Ministry of Education in the state of Victoria, Australia, prepared six papers outlining new educational policies in the early 1980s. To encourage local implementation of the recommendations contained in the sixth paper, "Curriculum Development and Planning in Victoria," the ministry's Curriculum Branch is writing 10 "curriculum frameworks"--sets of guidelines aimed at focusing curricular thinking away from traditional subject areas and toward the broader needs identified in the ministerial paper. The 10 frameworks address the arts, commerce, English, languages other than English, mathematics, personal development, practical studies and design, science, social education, and the school curriculum and organization generally. The frameworks are intended to challenge current practice, to provide a basis for critical examination and review of the curriculum, and to bring into the discussion process groups not traditionally included. The teams writing the frameworks interact with the Curriculum Branch's various curriculum committees, with curriculum advisers from Victoria's regional educational centers, with teacher educators, and with other concerned groups. A major challenge facing the writers is to develop frameworks that relate in such a way as to create a coherent whole. Other unresolved issues involve finding ways to translate the concepts into practice and to cope with budgetary restraints. Attachments summarize ministerial paper 6, list areas of curricular focus, and diagram the relationships among groups involved in developing the frameworks. (PGD)

Cartwright, Gene J.; Schwartz, Allen D.
The School Official's Guide to Student Disciplinary Hearings.
Illinois Association of School Boards, Springfield.
PUB DATE- Jun 86
NOTE- 58p.
AVAILABLE FROM- Publication Sales, Illinois Association of School Boards, 1209 South Fifth Street, Springfield, IL 62703 ($7.50; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Responsibility; *Discipline Policy; Elementary Secondary Education; *Expulsion; *Hearings; *School Law; School Policy; Student Rights; Student School Relationship; *Suspension

This guide to student disciplinary hearings provides an understanding of procedures and options during the student suspension or expulsion process through the perspectives of the different participants. Section 1, "Why Hearings?" discusses due process and the three categories of student disciplinary hearings: pre-suspension, suspension, and expulsion. Section 2 analyzes the roles and responsibilities of hearing participants, including the board of education, hearing officers and board committees, administrators, attorneys, and witnesses. Section 3, "Organizing the Expulsion Hearing," reviews how the hearing is scheduled and includes a sample notice of hearing. The section presents documents involved and an explanation of possible seating arrangements and methods of recording and hearing. Section 4, "Conducting the Hearing," describes setting the tone of the hearing and formal and informal procedures. The section provides an overview of the order of events: the case for expulsion, swearing witnesses, the student's side, closing statements, deliberation and decision, formal action, and decision and notification. A sample notice of expulsion is included. Section 5 discusses related questions concerning rules of evidence, witnesses, contraband, and open versus closed meetings. A summary of pertinent case law is appended. (CJH)

ED 271 932 EC 190 241

Assistive Devices in Public Schools Which Aid the Understanding of Verbal Language: A Guide for Facility Planning. Facility Guidelines.

Maryland State Dept. of Education, Baltimore. Office of School Facilities.

PUB DATE- Mar 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Audiology; Captions; *Communication Aids (for Disabled); *Deafness; Educational Facilities Planning; Elementary Secondary Education; Equipment; Facility Guidelines; *Hearing Impairments; *Public Schools; *Sensory Aids
IDENTIFIERS- Maryland

The guide is intended to help in planning facilities for students with hearing impairments by acquainting the reader with assistive devices that help in the understanding of verbal language. An initial section reviews the prevalence of individuals with hearing impairments in Maryland. Assistive devices are then described, including induction loop systems, FM radio frequency systems, infrared systems, telephone aids, hardwire, and captioning (closed and real-time types). Guidelines offer information on the location of the devices for their most effective use. Considerations for large groups, small/medium groups, and one-to-one settings are noted. A chart depicts information for help in device selection. Factors such as equipment, relationship to current public address systems, signal strength, upkeep/care, cost, and major advantages and disadvantages are listed for each of the six types of devices. The manual concludes with a reference list of installations in the Maryland area. (CL)

ED 271 573 CE 044 666

Boggs, David L.
A Dialogue of Consequence. Citizen Groups and Higher Education. A Manual to Guide Citizen Groups Leaders and Continuing Education Administrators in Forging Educational Partnerships.
SPONS. AGENCY- George Gund Foundation, Cleveland, Ohio.
PUB DATE- 86
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Citizen Participation; *Continuing Education; Cooperative Planning; Coordination; Educational Benefits; *Educational Cooperation; Educational Needs; Group Dynamics; Higher Education; *Leadership; Linking Agents; *School Community Relationship

This manual describes the basis for a working relationship between institutions of higher education, particularly a continuing education office, and citizen groups engaged in community action. The guide is based on discussions that took place during four meetings involving approximately 20 administrators of higher education and 10 citizen group leaders. The first section of the manual explores the potential for and benefits to be derived from cooperation between continuing education and citizen groups. Discussed in the second section are the following stages of citizen involvement and action: arousal, protest, organization and self-education, community education, and resolution. The third section describes the services needed most by citizen groups that higher education may be equipped to provide, proposes criteria for administrators of continuing education to apply in deciding whether the institution should get involved, and weighs the risks and benefits of such involvement. Examined in the final section are some important considerations about linkage with higher education, concerns about higher education, and techniques for developing strategies for approaching higher education (technical assistance, internal group maintenance, and education of the community). (MN)

ED 271 616 CE 044 730

Wolford, Bruce I., Ed.; And Others
Implementing Training for Correctional Educators. Correctional/Special Education Training Project.
Eastern Kentucky Univ., Richmond. Dept. of Correctional Services.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- May 86
NOTE- 25p.; For related modules, see CE 044 731-738.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- *Adult Educators; *Correctional Education; *Disabilities; Educational Needs; Inservice Teacher Education; Learning Modules; Postsecondary Education; *Prisoners; Program Implementation; *Special Education; *Teacher Education

These papers represent the collected thoughts of the contributors to a national training and dissemination conference dealing with identifying and developing linkages between postsecondary special education and criminal justice preservice education programs in order to improve training for correctional educators working with disabled clients. The following papers are included: "Handicapped Offenders Meeting Education Needs," by C. Michael Nelson, Robert B. Rutherford, Jr., and Bruce I. Wolford; "Implementing Module-Based Training," by Mark Posluszny; "Developing Special Education Inservice Training for Corrections Personnel," by A. Edward Blackhurst; "Correctional Education Training: An Administrator's Perspective," by John F. Littlefield; and "Inservice Education for Correctional Personnel: Pitfalls and Practices," by Fred Schloemer. (MN)

ED 271 659 CG 019 198

Ford, Robert C.
Family Counseling Strategies in the Schools.

PUB DATE- 86
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Counseling Effectiveness; Elementary Secondary Education; Family (Sociological Unit); *Family Counseling; *Family School Relationship; *Parent School Relationship; *School Counseling; School Counselors

Over the past few years there has been a growing interest in family involvement, family intervention, and family counseling by professionals. This interest is underscored by an ever increasing need for parent and family involvement in the education of children. Schools have responded to the need for parental and family involvement with specific populations of students but apparently have not responded for the total student population. Today schools are faced with growing problems of inadequate parental involvement, changing family structures, and multifaceted communities. Family counseling which includes effective parent and family involvement is the necessary next step in the professional development of teachers, counselors, and administrators. As an aid to professional development, current problems and issues facing modern families are reviewed in this document. Four areas basic to understanding families are discussed including the various types of families, the politics of families, the family as a social system, and the variety of non-traditional families. Four approaches to family therapy appropriate for use in schools are discussed with examples of each therapy's approach to a sample problem: a student's drinking violation. These approaches include Family Systems Approach, Family of Origin Therapy, Humanistic Family Counseling, and Behavioral Family Therapy. In the conclusion, the need for improved utilization and involvement of families in children's education is reaffirmed. (ABL)

ED 271 673 CG 019 212

Aasland, Olaf Gjerlow; and Others

Correlates of Harmful Alcohol Consumption in Six Countries: Development of an International Screening and Assessment Procedure.

PUB DATE- 19 Nov 85
NOTE- 25p.; Paper presented at the Annual Meeting of the American Public Health Association (113th, Washington, DC, November 17-21, 1985).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; *Cross Cultural Studies; *Drinking; Foreign Countries; *Global Approach; Medical Evaluation; *Screening Tests; *Test Construction
IDENTIFIERS- Australia; Bulgaria; Kenya; Mexico; Norway; United States

The aim of this study was to develop tools for screening and assessment of socio-medical effects of alcohol use which are simple and inexpensive enough to be used in any primary health care setting. A test protocol was prepared by a group of investigators from Australia, Bulgaria, Kenya, Mexico, Norway, and the United States. Based on a number of assessment procedures for negative consequences of alcohol use and current knowledge, information was collected from subjects in the following eight areas: (1) demographic data; (2) subjective complaints associated with excessive alcohol use; (3) clinical examination with emphasis on excessive alcohol use; (4) level of consumption of alcohol and prescribed drugs; (5) alcohol dependence syndrome; (6) social consequences of drinking; (7) biochemical tests; and (8) patient self-evaluation. At hospitals, emergency units, and primary care facilities, health workers interviewed at least 180 male and female patients between the ages of 18 and 55 who were regular drinkers. A relatively large proportion of patients were infrequent drinkers. Variations among groups were considerable and dispersion within groups was large. A few carefully chosen items were shown to predict heavy consumption. The optimal screening instrument is not yet finished. However, this study suggests that simple questions and procedures pointing to potential harmful alcohol use can easily be included in medical routines. (Seven tables and nine graphs depicting test results are included. Fourteen references conclude the document.) (ABL)

ED 271 788 CS 209 953

McCleary, William J.
Leading Students to Recognize Writing as an Ethical Act.
PUB DATE- 14 Mar 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Definitions; Discourse Analysis; *Ethics; *Expository Writing; Higher Education; Persuasive Discourse; Technical Writing; *Writing Instruction
IDENTIFIERS- *Discourse Modes

Ethical issues make writing assignments more than academic exercises, especially when the ethical issues involve the writing itself. Such issues arise in every aim and mode of discourse and in every stage of the writing process, from choosing a topic to editing the final draft. Informative discourse must be factual and comprehensive, and have surprise value; readers have the right to know the facts and to be given a full treatment of the subject without sensationalism. The three ethical issues of scientific discourse are definitions, evidence, and rules of interpretation. Each segment of the scientific community has conventions that are understood and followed, and violations are considered unethical. Exploratory discourse involves raising a question, searching for a new answer, and testing the new answer. In this instance, the ethical issue is the need to understand the original paradigm before searching for a new one. Most writing demands constant ethical decisions and students must be taught this to appreciate this aspect of writing. (SRT)

ED 271 803 EA 018 053

Krajewski, Robert J.

Conceptual Foundations of Instructional Supervision: A Rationale for the Human Concern.

PUB DATE- 2 Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Concept Formation; *Definitions; Elementary Secondary Education; *Humanism; *Instructional Improvement; *Instructional Leadership; Literature Reviews; *School Administration; *Teacher Supervision

Contemporary authors' definitions of supervision suggest that in the American public school supervision evolved from four major conceptual foundations: (1) human concern, (2) leadership, (3) instructional improvement, and (4) administration. The categorization of definitions and explanations from 21 leading supervision authorities of the past 50 years is presented in a table. An analysis of these definitions reveals that, of the 21 authors, 19 perceive instructional improvement to be the cornerstone of supervision; 17 also express the necessity of leadership in supervision; and 13 state the relationship between supervision and administration. However, only 12 of the 21 authors stressed the human concern "foundation" of supervision. This lack of emphasis on human concern can be directly related to the scientific and rational approach to supervision. Philosophically, however, most of the authors cited would agree that supervision must be concerned with the human element in both students and teachers. (MLF)

ED 271 817 EA 018 585

Hart, Ann Weaver

Redesigning a Career: Two Comparative Cases.

PUB DATE- 86
NOTE- 85p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). The research reported in this paper was supported by a grant from the University of Utah Research Committee.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Ladders; Case Studies; *Educational Change; *Employment Practices; *Incentives; Job Enrichment; Junior High Schools; Merit Pay; Motivation Techniques; Organizational Development; Performance Factors; Secondary School Teachers; *Teacher Attitudes; *Teacher Motivation; Teacher Response

This paper compares work patterns emerging from the first year of implementation of a job enlargement career ladder for teachers at two junior high schools. Field research and interview data are used to analyze implementation process variables, work structures, and career concepts. The study investigated problems educators consider important in the job design, the way they make sense of the reform, and mechanisms developed to handle conflicts and opportunities. Three main themes influencing plan implementation are career ladder tasks and educational impact, teacher opportunities for authority and decision-making, and career incentives. Each school had different experiences during the first year. Teachers responded in both schools with strong positive and negative feelings because they could not isolate assessment of career ladders from influence on school improvement. Perception of communicative success was important for positive assessment. Teachers were positive about substantive authority and decision-making opportunities. Strong egalitarian norms caused opportunities for authority to be uncomfortable for everyone. As a career incentive, the redesign affected groups of teachers differently. Perceived fairness of the process was significant and accountability was vital to the confidence of teachers. Time is needed during beginning stages to adjust for personality factors, disruption of traditional work norms, and need for assertive leadership. A 14-item reference list concludes the paper. (CJH)

ED 271 832 EA 018 609

Stockard, Jean; Mayberry, Maralee
Learning Environments: A Review of the Literature on School Environments and Student Achievement. Final Report.
Oregon Univ., Eugene. Center for Educational Policy and Management.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Classroom Environment; *Educational Environment; Elementary Secondary Education; *Learning Theories; Literature Reviews; Progressive Education; Student Alienation; *Student Attitudes; Student Behavior; Student Improvement; Student Motivation; Student Reaction; Student School Relationship; Teacher Student Relationship

Theoretical traditions concerning school environments and student achievement are described, and their insights are linked with analyses of school and classroom interactions to develop a simple conceptual model of environmental influences on student achievement. The literature regarding environmental influences is then reviewed, and the last section of the paper summarizes the analysis and suggests specific areas for future research. The literature review suggests that the learning environment can enhance individual achievement somewhat, beyond the level expected given individual background traits. This enhancement occurs through altering the "non-cognitive" traits--by developing an atmosphere in which students are expected and feel able to achieve. The researchers' conceptual model provides a framework to describe these influences, divided into factors of group norms and group relationships. It is suggested that school analysts should recognize the attachments to schools that students display and acknowledge that relationships within schools are often better described with a conflict model than a consensus model. The basis of conflict needs to be determined in order to enhance achievement. The task for researchers and school officials is understanding why this resistance to officially sanctioned norms occurs and how it may be adequately addressed to promote learning. A 13-page bibliography is appended. (CJH)

ED 271 901 EC 171 314

Mlinarcik, Sandy

The Other 10%: Integration in a Pre-School Program.
PUB DATE- 82
NOTE- 49p.; In: In the Mainstream: Case Studies of Integrated Education for Children with Disabilities, see EC 171 309.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Mainstreaming; Models; Program Administration; Program Development

One of a series of case studies on mainstreaming programs, the report describes a pre-kindergarten program serving disabled children. Interviews with program participants and classroom observations focus on the total learning environment and the experience of five mainstreamed children. Initial comments address the program's physical setting and the relationship between the pre-kindergarten program and the elementary school. The following aspects are considered for each of two class levels: the programs's open administration, teaching staff, student population, classroom environment, and organization and daily activities. It is explained that special strategies are not employed for children with disabilities, but rather that general practices such as positive reinforcement are implemented for all children. Examples of programmatic elements related to mainstreaming (teacher preparation and training pre-kindergarten early childhood models) are cited. The effects of the program's failure to integrate special interventions and teaching strategies are noted. (CL)

ED 271 916 EC 190 224

Cieloha, C. Danford

Special Education in the Context of National Development: The Case of Mexico.

PUB DATE- Apr 86
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; Compliance (Legal); *Cross Cultural Studies; *Developing Nations; *Disabilities; Elementary Secondary Education; Program Development; *Special Education; Trend Analysis
IDENTIFIERS- *Mexico

The paper suggests that a general pattern of special education development exists and uses that historical perspective to create a context for comparison and understanding of the path of special education in the less economically developed country of Mexico. Drawing upon primary sources, it describes the evolutionary path of special education in Mexico and offers a rationale for the existence of any special education services within an environment of scarcity. The development pattern and country-specific data are then synthesized to create an example of commonality-based analysis of special education development. Such an analysis identifies weaknesses and strengths common to both the United States and Mexico, noting that problems in both countries' special education systems stem from the same lack of political will to fully implement existing universal special education legislation. A two-page bibliography concludes the document. (Author/CL)

ED 271 947 FL 015 750

Omari, Khalid; Zughoul, Muhammad Raji
Towards Formulating an Educational Admission Policy for English Majors at Arab Universities: A Case Study.
PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Admission Criteria; Arabic; *College Admission; College Entrance Examinations; College Students; *English (Second Language); English Departments; Foreign Countries; Grades (Scholastic); Higher Education; Policy Formation; *Predictor Variables; Secondary Education; Universities
IDENTIFIERS- *Arab States

This study investigated the effect of a set of predictors of success in both the undergraduate English program and in all other subjects. Academic data for the graduates of an Arab university's English department during three years were analyzed. The predictor variables examined were: (1) total scores on the secondary school certificate examination, (2) scores on the English test in the same examination, (3) grades in the four university-level introductory courses in English, and (4) averages in the four university-level introductory Arabic courses. University academic success was measured by the students' cumulative averages in English at the university and their general cumulative averages. The results indicated that neither the student's total score nor the English-language score on the secondary certificate examination had significant power to predict general or English-language success at the university, but that college-level English and Arabic grades did have significant predictive power. The findings argue for a revision of current admission policy to place more emphasis on university-level introductory English and Arabic performance and less on secondary school performance alone. An abstract in Arabic is included. (Author/MSE)

ED 271 602 CE 044 711

McPartland, James M.; And Others
The School's Role in the Transition from Education to Work: Current Conditions and Future Prospects. Report No. 362.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 43p.
GRANT- NIE-G-83-0002
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Improvement; Educational Needs; *Education Work Relationship; *Employer Attitudes; Entry Workers; Futures (of Society); High School Graduates; High Schools; *Job Placement; *Promotion (Occupational); *School Business Relationship; *School Role

What is the current role played by schools in helping their students who choose to enter the job market after high school graduation? An examination was made of the role of schools at four critical stages in students' transition to work--the career preparation stage, the job candidate stage, the job entry stage, and the job promotion or job shift stage. The study linked data about jobs from a nationally representative sample of 4,078 employers with National Longitudinal Survey data about the school experiences of young adults who held those jobs. The survey results suggest that the role of education is often very important for jobs that are usually filled by those with college degrees, somewhat less important for jobs filled by those with some college, and surprisingly unimportant for jobs usually filled by high school graduates. For jobs at the high school level, the current role of schools seem weak in terms of the following: (1) job preparation--academic skills are not among the most important traits that employers require, and other important traits are not acquired in most high schools; (2) job recruitment--high school placement services are not frequently used by employers; (3) job entry--current educational information from high schools is not very available, useful, or important to employers in hiring; and job promotion--accomplishments in school have little bearing on who will be promoted in most firms to jobs that do not require a college degree. These findings should be used to help the schools improve their roles in these four areas. (KC)

ED 271 645 CG 019 184

Birth Planning Decisions: Special Subject Bibliography. June 1982.
Planned Parenthood Federation of America, Inc., New York, NY. Education Dept.
PUB DATE- Jun 82
NOTE- 9p.
AVAILABLE FROM- Education Dept., Planned Parenthood Federation of America, Inc., 810 Seventh Avenue, New York, NY 10019.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Child Rearing; *Decision Making; *Family Planning; *Family Size; *Parents; *Pregnancy

This bibliography contains references for materials related to birth planning decisions. It includes items concerned solely with the decision of whether or not to become a parent, as well as books and articles on careers and parenthood, family size, health and pregnancy, and the cost of having and raising children. The bibliography contains 42 references for books and 44 references for articles. Although the citations are not annotated, each reference is coded with a (P) if it is intended primarily for a professional audience or with a (G) if it is intended for a general audience. (Author/NB)

ED 271 688 CG 019 227

Survey of Drug Abuse among Maryland Adolescents, 1984. Report on Drug Knowledge and Attitudes.

Maryland State Dept. of Health and Mental Hygiene, Baltimore.

PUB DATE- 28 Feb 85

NOTE- 72p.; For related documents, see CG 019 225-226.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adolescents; Drug Abuse; *Drug Use; *Knowledge Level; Secondary Education; *Secondary School Students; *State Surveys; *Student Attitudes; *Trend Analysis

IDENTIFIERS- *Maryland; Substance Abuse

This paper is one of three major reports documenting the results of a 1984 survey of Maryland adolescents' knowledge of, attitudes toward, and experiences with drugs and alcohol. An introduction briefly outlines the work of the Maryland Drug Abuse Administration and describes earlier surveys. A methodology section describes 1984 sampling techniques and survey administrations which resulted in 33,079 valid questionnaires from 8th, 10th, and 12th grade students statewide. Computation of statewide estimates is explained. The survey results are presented in three parts. Part One presents statewide estimates related to drug knowledge in the areas of: (1) drug knowledge--technical, street, and combined; (2) drug knowledge and demographic characteristics; and (3) drug knowledge and substance abuse. Part Two presents statewide estimates related to attitudes toward drugs in the areas of perceived danger of drugs, attitudes and drug use, attitudes toward drug danger and participation in drug education programs, and attitudes toward drug information sources. Part Three examines trends in drug knowledge and attitudes toward drugs by comparing and contrasting statewide estimates for the years 1980, 1982, and 1984. The report's conclusion summarizes key observations concerning drug knowledge, important findings about the attitudes of Maryland adolescents toward drugs, and interesting trends revealed by the comparison of 1980, 1982, and 1984 survey results. Twenty-two data tables appear throughout the text and the Maryland Adolescent Survey 1984 is appended. (NB)

ED 271 773 CS 209 912

Gleason, Timothy W.
The Watchdog in Nineteenth Century Libel Law: A Common Law Concept of Freedom of the Press.
PUB DATE- Aug 86
NOTE- 56p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Constitutional Law; *Court Litigation; *Freedom of Speech; Intellectual History; *Media Research; *News Media; News Reporting; United States History
IDENTIFIERS- Journalism History; Libel; *Media Role; Nineteenth Century History

In press law, the individual right of freedom of the press frequently is linked to a public interest or "watchdog" concept of freedom of the press. This concept suggests that the basis for the constitutional protection of press freedom is the role of the press as an institution serving a collective good, as opposed to the traditional view of freedom of the press as an individual right. Distinguishing the two concepts raises questions about the origin, development, and use of the watchdog metaphor in press law. A review of 19th century newspapers reveals that publishers used the wathchdog role in attempts to fashion a legal defense for the publication of false information within the common law of libel. As the number of libel suits increased in the last three decades of the century, publishers turned with increasing frequency to the watchdog role. A few courts accepted this role as a justification for the publication of libelous facts, but the majority questioned the public interest served by the publication of such information and the ability of the self-proclaimed watchdog to act in the public interest. (Author/FL)

ED 271 559 CE 044 645

Hilgenberg, Gene; Huston, Jane
Employment in Agribusiness.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 84
NOTE- 624p.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (Catalog No. 800101--$28.00).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advertising; *Agribusiness; *Agricultural Education; *Business Skills; Communication Skills; Competency Based Education; Cooperative Education; Credit (Finance); *Distributive Education; Employer Employee Relationship; Employment Opportunities; Employment Practices; Equipment Utilization; Human Relations; *Merchandising; Office Machines; Safety; Salesmanship; Secondary Education; *Vocational Education

This curriculum guide is intended to assist persons teaching a course in employment in agribusiness. Addressed in the individual units of instruction are the following topics: employment information (training plans/agreements and wages, taxes, and fringe benefits); human relations (employer/employee/customer relations and communication skills); business procedures, operating procedures, and customer credit); physical distribution (transportation and warehousing; ordering, receiving, and delivery; and materials-handling equipment); and merchandising (sales and advertising techniques and display). Each unit contains some or all of the following: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to the tests. (MN)

ED 271 631 CE 044 754

Womack, Letricia M.; And Others

U.S.-State Agricultural Data. Agriculture Information Bulletin Number 501.

Economic Research Service (DOA), Washington, D.C.
PUB DATE- Aug 86
NOTE- 108p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 001-019-00479-7).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Agricultural Occupations; *Agricultural Production; *Agriculture; *Expenditures; *Farmers; *Income; *Land Use; Off Farm Agricultural Occupations
IDENTIFIERS- *Farmland

This report presents agricultural information for each of the 50 states and the United States. Data are provided on population, land use, agricultural production, farm income, value of assets on farms, and selected characteristics of farms, such as size, tenure, and farm organization. Primary data sources are the 1982 Census of Agriculture and the 1984 "Economic Indicators of the Farm Sector." Data are presented first for the United States and then for the 50 states, in alphabetical order. The information is grouped into 21 sections: general (population, total land area, percent in farmland), farmland use, farms by size, agricultural universities, farmers, tenure of farmers, farm organization, major commodities produced (1984), major U.S. export commodities (1984), farms, farm acreage, cash receipts from farm marketing, government payments, other farm income, farm production expenses, net farm income after inventory adjustment, total assets, total debt, equity, top five counties in agricultural sales, and state statistical office phone number. (YLB)

ED 271 703 CG 019 242

Scott, Gary J.
The Organization and Scope of College Relations and Recruiting.
College Placement Council, Bethlehem, Pa.
PUB DATE- 84
NOTE- 260p.
AVAILABLE FROM- College Placement Council Foundation, 62 Highland Avenue, Bethlehem, PA 18017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Employment Practices; *Higher Education; *Personnel Selection; *Recruitment; *School Business Relationship

This document presents the findings of 1982 surveys of college relations/recruiting managers and chief executive officers who were employer members of the College Placement Council. These surveys collected the following information: (1) type of industry; (2) division of responsibilities for recruiting within organization; (3) types of activities included in the organization's college relations/recruiting program; (4) costs of recruiting; (5) number of hires; (6) usefulness of the College Placement Council; (7) past and future changes in recruiting; (8) importance the chief executive officer assigns to recruiting; and (9) the involvement of the chief executive officer in recruiting. The document consists largely of tabulated survey results. Results from the recruiting manager survey are divided into 15 industrial categories. The chief executive officer survey is not divided and is presented with four tables. Appendices include the survey instruments and a table listing responses from college relations and recruiting managers by industry and size of organization. (ABL)

ED 271 731 CS 008 502

Johnston, Judy F.; Reed, Shirley A.

The Effect of Language Development on the Acquisition of Reading Skills in the Elementary Mainstreamed Hearing Impaired Student.

PUB DATE- Nov 85

NOTE- 25p.; Paper presented at the Annual Meeting of the Southeastern Regional Conference of the International Reading Association (11th, Nashville, TN, November 2-5, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication Disorders; Comparative Analysis; *Deafness; Elementary Education; Exceptional Persons; *Hearing Impairments; *Language Acquisition; *Language Handicaps; Learning Disabilities; Learning Problems; *Reading Difficulties; *Reading Instruction; Reading Research; Reading Skills; Writing Difficulties

The language of hearing impaired students differs from that of their hearing peers, and can affect their ability to comprehend printed material. Language can be defined as the knowledge of the integration of semantics, syntax, and pragmatics. Hearing impaired children will have difficulty in acquiring language at a normal developmental rate because they lack an intact auditory system and probably have not had adequate exposure or meaningful interaction with their immediate environment. The hearing impaired students' ideas about their environment, from which vocabulary and meaning are derived, develop in the same sequence as those of hearing children, but with varying degrees of delay. Hearing impaired students are less skilled readers and use the top-down process of reading, which applies limited prior knowledge, sight comprehension of some words, and limited syntax knowledge about word order. A large majority of hearing impaired students never achieves functional literacy. To combat the inherent problems of hearing impaired students, teachers must determine their instructional reading level, select appropriate reading materials, implement peer tutoring to provide additional assistance for these students, and realize that they are the students' most important source of information and so serve as vital contributors to the hearing handicapped child's knowledge base. Because hearing impaired children are so dependent on their visual sense, reading will be their primary tool for gaining access to information. (SRT)

ED 271 845 EA 018 624

Liaison Administrators. A Presenter's Guide. Research Based Training for School Administrators.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 29p.; A product of the Research-Based Training for School Administrators Project.
GRANT- NIE-G-80-0110
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; Administrator Responsibility; Administrator Role; Educational Administration; Elementary Secondary Education; *Leadership Training; *Management Development; Needs Assessment; Principals; Professional Development; School Districts; Workshops
IDENTIFIERS- Association of California School Administrators; *Liaison Administrators; *Project Leadership

This workshop presenter's guide is intended for use by administrators in training one another in the Project Leadership program developed by the Association of California School Administrators (ACSA). The purpose of this particular guide is to provide those who serve as liaison administrators (LAs) in Project Leadership with an understanding of the project and their responsibility to the realization of its goals. Liaison administrators are specially trained individuals who provide leadership by directing the activities in a given satellite or region comprised of participating districts and administrators in a specific geographic area. The LAs' major responsibilities include: (1) serving on the State Advisory Board, (2) leading satellites, (3) providing training in the use of presenters' guides, and (4) collecting and analyzing professional growth plans. The guide also discusses the purpose of satellites, scheduling meetings, recordkeeping, promoting collegiality, professional growth plans, and the development and use of presenters' guides. Appendices include a suggested satellite meeting agenda and report form; a meeting evaluation form for the participant and the presenter of the guide; and a professional growth plan form. (IW)

ED 271 887 EA 018 677

Jensen, Donald N.
Court Reform of Public Institutions: What Determines Impact? Policy Paper No. 85-C2.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 53p.
GRANT- NIE-G-83-0003
AVAILABLE FROM- Publication Sales, IFG/SEPI Publications, CERAS Building 402S, Stanford University, Stanford, CA 94305 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Case Studies; Compliance (Legal); *Correctional Institutions; *Court Litigation; *Court Role; Educational Change; *Organizational Change; Policy Formation; Public Policy; *Special Education

Court intervention in special education systems and prisons has varied consequences. This paper comparatively reviews a series of case studies of court ordered prison and school reform. Several factors conspire to frustrate attempts to improve public services: the allocation of costs and benefits of the proposed change, the realities of the public bureaucracy, the presence of a professional culture, and external economic, political, and social factors beyond anyone's control. The case studies indicate that judicial reform has both positive and negative effects. (Author)

ED 271 933 EC 190 242

Oldman-Brown, Deborah
Hearing Loss and Deafness. An Annotated Bibliography of Children's Books about Hearing Loss, Deafness, and Hearing Impaired People. Have You Ever Wondered About...?
Gallaudet Coll., Washington, DC. National Information Center on Deafness.
PUB DATE- 85
NOTE- 43p.
AVAILABLE FROM- National Information Center on Deafness, Gallaudet College, 800 Florida Ave., N.E., Washington, DC 20002 ($3.00 plus shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Deafness; Elementary Secondary Education; *Hearing Impairments; Preschool Education
IDENTIFIERS- Keller (Helen); Sullivan (Anne)

The annotated bibliography lists children's books about hearing loss, deafness, and hearing-impaired persons. The first section lists books about Helen Keller and Anne Sullivan, Keller's teacher. In section 2, each of the fiction entries features at least one major character with hearing impairment. Section 3 contains non-fiction books about hearing, hearing impairment, sign language, and biographies of hearing-impaired children and adults. All entries include the following information: bibliographic citation, suggested reading levels, a description of the story or content, and information about illustrations and photographs. Seventeen books at the preschool, lower elementary, and upper elementary level are recommended that present positive views of deaf people and provide accurate information about hearing impairments. A supplement describes instructional resources (both print and non-print) about hearing loss and deafness for use with hearing children. (CL)

ED 271 574 CE 044 667

Graphics Specialist (AFSC 23151).
Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- 17 Jan 86
NOTE- 351p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Art Materials; Behavioral Objectives; *Drafting; Equipment Utilization; Extension Education; *Freehand Drawing; *Graphic Arts; Learning Activities; Manuscript Writing (Hand Lettering); Military Personnel; *Military Training; Postsecondary Education; *Trade and Industrial Education; *Visual Arts
IDENTIFIERS- Military Curriculum Project

This three-volume set of student texts is intended for use in an extension course to prepare Air Force graphics specialists. The first volume deals with basic equipment, materials, lettering, and drafting (including geometric and graphic construction). Addressed in the second volume are composition and layout techniques and the fundamentals of drawing the human form, cartoons and caricatures, and landscapes and seascapes. The third volume, which deals with visual communications, covers projectual design, printed materials, and special techniques. Each volume includes instructional text, exercises, answers to the exercises, and a bibliography. Volume review exercises and a change supplement for the package are also included. (MN)

ED 271 588 CE 044 691

Prabhu, Vas
Value Analysis. Supervising: Technical Aspects of Supervision. The Choice Series #38. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-82-1
PUB DATE- 85
NOTE- 80p.; For related documents, see ED 266 310-312, ED 268 236-263, ED 270 592-593, and CE 044 689-693.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington New Town, Tyne and Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Communication Skills; *Cost Effectiveness; Evaluation Criteria; *Evaluation Methods; *Evaluative Thinking; Human Relations; Postsecondary Education; *Supervisory Methods; *Supervisory Training; *Value Judgment
IDENTIFIERS- *Value Analysis

This student guide is intended to assist persons employed as supervisors in mastering the technique of value analysis. Discussed in the first three sections are the following topics: the aims and benefits of value analysis; procedures and techniques (getting started, stages of value analysis, analytical and creative thinking, and other devices); and value analysis in action (human relations and communications and procedures in organizing for value analysis). Each of these sections contains an introduction, instructional text that is interspersed with reinforcing learning activities, and a section summary. The fourth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). A unit review, which also includes a description of related extension courses and resources, concludes the guide. (MN)

ED 271 617 CE 044 731

Leone, Peter; And Others
Correctional Education/The Criminal Justice System. Teacher Training Module #1. Correctional/Special Education Training Project.
Eastern Kentucky Univ., Richmond. Dept. of Correctional Services.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 86
NOTE- 76p.; For related documents, see CE 044 730-738.
GRANT- G008303696
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; *Adult Education; Competency Based Education; *Correctional Education; *Delinquent Rehabilitation; Disabilities; Evaluation Criteria; *Juvenile Courts; Postsecondary Education; Prisoners; Program Implementation; *Special Education; *Teacher Education; Young Adults
IDENTIFIERS- *Criminal Justice System

This module, which is one in a series of training packages intended to train educators working with handicapped adolescents and young adults in correctional settings, deals with the U.S. criminal justice system. Addressed in the individual sections of the module are the following topics: the major functions of the criminal justice system, differences in the treatment of juvenile and adult offenders, and the major types of correctional education programs. The module includes instructional design specifications (module title, competency statement, rationale statement, prerequisites); module objectives; evaluation procedures and criteria, learning activities and alternatives; a content outline; references; handouts; overhead transparency masters; and a training evaluation form. (MN)

Sexuality Education Programs for Parents: Bibliography of Selected Resources.

Planned Parenthood Federation of America, Inc., New York, NY. Education Dept.
PUB DATE- 82
NOTE- 6p.
AVAILABLE FROM- Education Dept., Planned Parenthood Federation of America, Inc., 810 Seventh Avenue, New York, NY 10019.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Curriculum Guides; *Family Life Education; *Parent Education; *Program Development; *Sex Education; *Sexuality; Teaching Guides

This bibliography of selected resources was compiled to provide valuable information for persons involved in planning parent programs in sexuality education. Names and addresses of three sources for additional information and resources are also provided. Citations in the bibliography are organized under Books and Related Materials (38 references) and Articles (24 references). Within each category, the materials are listed alphabetically by author. Citations are for materials dealing with such areas as sexuality and family life education, curriculum and teacher guides, training modules, parent guides, and basic information on human sexuality. (NB)

ED 271 660 CG 019 199

Green, Karen Reed; Baker, Andrea

Promising Practices for High-Risk Youth in the Northwest Region: Initial Search.

Northwest Regional Educational Lab., Portland, OR. Education and Work Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.

PUB DATE- 1 Jun 86
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; Curriculum Design; *Dropout Prevention; Educational Methods; *High Risk Students; High Schools; Middle Schools; *Potential Dropouts; *Program Effectiveness; Secondary Education; Staff Role
IDENTIFIERS- *United States (Northwest)

This is a progress report for a project attempting to gather and share information about effective dropout prevention strategies in action at the middle school and high school levels around the Northwest region of the United States. Introductory material reviews current views of the dropout problem, recent reports which address the issue of high-risk youth from a national perspective, and characteristics of high-risk youth. The bulk of this report focuses on identifying characteristics of effective practices for this population of potential dropouts. A literature review shows that there is no widely accepted set of evaluation criteria for judging the effectiveness of specific strategies. The paper discusses the work of Gary Wehlage and other researchers to reduce school attrition, state and city school districts' dropout prevention program characteristics, and regional efforts. Also described are the findings from a questionnaire sent to administrators to identify successful programs their schools have used with high-risk youth. The effective programs share the following common characteristics. (1) a qualified, caring staff; (2) a relevant, meaningful curriculum based on real-life experiences and goals; (3) individualized instruction with low student/teacher ratio; and (4) the support and commitment of administrators. This list of successful program characteristics will be refined and incorporated into a checklist of strategies and related outcomes that are common to programs serving at-risk youth. A bibliography and copy of the questionnaire are included. (ABL)

ED 271 674 CG 019 213

Child Abuse Prevention and Treatment Act. Public Law 93-247 as Amended.

Administration for Children, Youth, and Families (DHEW), Washington, D.C.

REPORT NO.- DHHS-OHDS-85-30343; PL-93-247
PUB DATE- 85
NOTE- 14p.; For original text and analysis of the law, see ED 100 532.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Abuse; *Child Neglect; *Federal Legislation; *Prevention; *Sexual Abuse
IDENTIFIERS- *Child Abuse Prevention and Treatment Act

This document is the amended text of Public Law 93-247, the Child Abuse Prevention and Treatment Act, originally passed in 1974, which provides financial assistance for a demonstration program for the prevention and treatment of child abuse and neglect, and establishes a National Center on Child Abuse and Neglect. It is noted that the Secretary of Health and Human Services, through this Center, would be assigned the responsibilities of an annual research summary, an information clearinghouse, provision of technical assistance, study and research, and reports. The terms "child abuse and neglect," "sexual abuse," and "withholding of medically indicated treatment" are defined. Subjects of grants and contracts with nonprofit private organizations, public agencies, and states are described. Authorizations for appropriations and the division of funds is given. The appointment of an advisory board on child abuse and neglect is described. Related provisions of the Child Abuse Amendments of 1984, Public Law 98-457, are discussed in the areas of regulations and guidelines, report on financial resources, statutory construction, and effective dates. (ABL)

ED 271 717 CS 008 396

Penning, Marge
The Relationship of Text Structure Manipulations, Discourse Type, and Language Ability on Question Answers and Free Recall Responses in Learning Disabled Children.
PUB DATE- 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Decoding (Reading); Grade 6; Intermediate Grades; Language Processing; *Language Skills; *Learning Disabilities; *Reader Text Relationship; *Reading Comprehension; Reading Processes; *Reading Research; Reading Skills; *Recall (Psychology)
IDENTIFIERS- Discourse Modes; *Text Structure
Prompted by the growing interest in the role of reader-related and text-related variables in reading comprehension, a study compared 30 sixth grade students in regular classrooms to 30 language impaired students. The purpose was to assess the relationship of (1) text structure manipulations for simple and complex sentence structure, (2) discourse type for narrative and expository text (expository types of cause/effect, problem/solution, descriptive, list like, and compare/contrast), and (3) language ability to free and probed recall responses. Reader-related variables such as age, interest, decoding skills, background knowledge, and purpose were held constant, as were the text-related variables for both content and emphasis. Individual assessments were completed for measures of language ability and for free recall and probed student responses to a series of passages. The passages were constructed to allow for grammatically simple and grammatically complex versions of each of the discourse types. Materials included four pretests, and two sets of 12 passages with accompanying comprehension questions. Results revealed significant effects for structured discourse types and types of questions for both probed and free recall responses. Group differences were predicted by overall scores from the Porch Index of Communicative Ability in Children and the percentage of complex sentences used. The results supported the facilitating effect of structured text on recall. Four pages of references are appended. (HOD)

ED 271 745 CS 209 763

Riffe, Daniel
Communication Linkages between Elected and Electorate: The Usefulness of News Media for Constituent Contact.
PUB DATE- Aug 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Communication (Thought Transfer); *Legislators; *Mass Media; *Mass Media Effects; *Media Research; State Officials
IDENTIFIERS- Alabama; Electorate

A study investigated whether the frequency of a legislator's direct contact with constituents was related negatively to the legislator's evaluation of mass media as sources of information on constituent concerns. The study also explored whether the legislators' evaluations of mass media as sources of information on constituent concerns were more positive when legislators had a shorter tenure. Two waves of questionnaires were mailed to the home offices of Alabama's 105 state representatives and 35 state senators. Analysis of the data revealed only limited support for the first hypothesis and even less support for the second hypothesis. While members of the Alabama legislature did not indicate that the news media are a particularly good source for monitoring constituent concerns, these evaluations are not clearly related to the extent of more direct contact with the public. (Tables of findings are included.) (DF)

Beasley, Maurine H.
Application of Feminist Thought to Journalism Education: A Descriptive Analysis.

PUB DATE- Aug 86
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Trends; Employment Opportunities; Enrollment Trends; *Equal Opportunities (Jobs); *Females; *Feminism; Higher Education; Job Training; Journalism; *Journalism Education; News Writing; Salary Wage Differentials; Sex Discrimination

Since enrollment in journalism programs has become predominantly female, the field could benefit from an infusion of feminist theory that would change the way courses are taught. Female journalism students need to find suitable role models, acquire basic skills in writing, consider new ways of combining family life with their careers, and learn how to market their skills so they can compete with men. Feminist thinking in journalism education would raise the consciousness of women and enable them to insist on fair pay. More women faculty members are needed to help women students develop a professional identity. Women who possess basic English skills may find the language of newswriting foreign because it is based on male values of assertiveness, conflict, and controversy. Finally, women students must be able to cope with the competitive job market; some women must adjust to returning to work after a pregnancy. One solution might be workshops and short courses to facilitate this return. A better solution would be to develop a greater commitment in women to their careers and to devising means to eliminate long career interruptions. Journalism curricula need examination to determine what structures for career preparation exist and to what degree content pertaining specifically to women should be incorporated. (SRT)

ED 271 789 CS 209 958

Winterowd, W. Ross
Composition/Rhetoric: A Synthesis.
REPORT NO.- ISBN-0-8093-1237-9
PUB DATE- 86
NOTE- 359p.
AVAILABLE FROM- Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62901 ($29.95 hardcover--ISBN-0-8093-1237-9; $16.95 softcover--ISBN-0-8093-1238-7).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Coherence; Cohesion (Written Composition); Content Area Writing; *Educational Philosophy; *Educational Theories; English Departments; Freshman Composition; Grammar; Higher Education; *Humanities; Program Development; Reading Writing Relationship; *Rhetoric; Rhetorical Invention; Teacher Role; Teaching Methods;

*Writing Instruction; Writing Processes; *Writing Research
IDENTIFIERS- Writing Style

Arguing that practice without theory is destructive, this books deals with the theory, philosophy, and application of a variety of subjects within the area of composition. The nine chapters of the first section of the book constitute a state-of-the-art essay and discuss such topics as J. Emig's 1971 study of the composing process and the more recent work of L. Flower and J. Hayes, cerebral organization and writing, the process and transactional models of composition, rhetorical invention, style, and form. The five chapters in the second section, which supplement those in the first section, are entitled "Invention," "Form and Style," "Reading," "Teaching Composition," and "The Profession." Specific topics discussed within these chapters include (1) brain, rhetoric, and style; (2) dramatism in themes and poems; (3) the grammar of coherence; (4) the rhetorical transaction; (5) developing a composition program; (6) teaching composition across the curriculum; and (7) the paradox of the humanities. (FL)

ED 271 804 EA 018 229

Rutherford, William L.; And Others
Changing the American High School: Descriptions and Prescriptions. Symposium 56.11 of the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

REPORT NO.- R&DCTE-3216
PUB DATE- 4 Apr 85
NOTE- 173p.; For individual papers, see EA 018 230-233.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Administrative Change; Administrator Role; *Department Heads; *Educational Change; Educational Innovation; *High Schools; *Principals; School Personnel; *Secondary School Students; *Secondary School Teachers; Teacher Administrator Relationship; Teacher Response; Teacher Role

Four papers are included in this document that examines roles of participants in high school change. Each paper draws on data gathered from three years of a three-phase study of change processes in 30 high schools in Texas, Oregon, Maryland, Indiana, New York, and Florida. Four major questions provide research focus: the types, sources, and purposes of change in high schools; the key units of change; the situational factors that influence change; and the method of managing change. The principal technique for data collection was face-to-face structured interviews with school administrators, department chairpersons, teachers, and office personnel. Tables and figures accompany the interview analysis in each report. Interviews sought informant insights on how change occurs and how research on change can best be conducted. The four papers are: "Change in High Schools: Roles and Reactions of Teachers" (William L. Rutherford and Sheila C. Murphy); "The High School Department Head: Powerful or Powerless in Guiding Change?" (Shirley M. Hord and Sheila C. Murphy); "High School Principals: Their Role in Guiding Change" (Leslie Huling-Austin, Suzanne Stiegelbauer, and Deborah Muscella); and "District Office Personnel: Their Roles and Influence on School and Classroom Change: What We Don't Know" (Gene E. Hall, Scottie Putman, and Shirley M. Hord). References follow each paper and discussant remarks on the symposium are appended. (CJH)

ED 271 859 EA 018 648

Boyd, Bob

Collaborative Decision Making in Local Development of School Policy and Practices.

PUB DATE- Apr 86
NOTE- 9p.; In: A State in Action: Working with Schools for Program Improvement. Symposium presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, California, April 16-20, 1986). Session 813; see EA 018 844.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advisory Committees; Citizen Participation; *Decentralization; Educational Policy; Elementary Secondary Education; Foreign Countries; *Government School Relationship; *Participative Decision Making; *Policy Formation; Power Structure; State Programs
IDENTIFIERS- Australia (Victoria)

The process of developing the curriculum and determining educational policy in the schools of the state of Victoria, Australia, has shifted in recent years from being a function of the state bureaucracy to being a matter for collaborative decision-making among parents, students, teachers, administrators, and others involved in education. To ensure community power, staff representation on the newly mandated school councils is limited. These councils are authorized to set educational policy as long as state policies are not opposed. Teaching staffs retain the authority to choose the educational means for implementing the council policy. This paper discusses the development and purposes of the government policy on collaborative decision making, lists strategies for encouraging community participation, describes the characteristics of both satisfactory and unsatisfactory collaborative decision making programs, and suggests actions that should be taken to ensure the success of the policy. Attachments provide further information on the organization and scope of school councils. (PGD)

Welton, John; Evans, Jennifer
Policy Implementation beyond the Management of Change: A Case Study in Managing the Policy Process.
PUB DATE- 86
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *Educational Change; *Educational Legislation; Educational Theories; Elementary Secondary Education; Foreign Countries; Government School Relationship; Local Issues; *National Programs; *Policy Formation; Political Influences; Power Structure; Public Policy; Public Relations; *Special Education;

Student Needs
IDENTIFIERS- *Education Act 1981 (England); England

Using the 1981 Education Act of England and Wales as a case study, this paper develops a conceptual framework of education legislation as a significant reference point in the process of negotiation and bargaining that initiates legislation and continues throughout the period of policy implementation. A model of the policy process and the management of change must consider the impact of structural factors, the powers and duties of local authorities, and the influence of varying government policies together with the influence of local factors. A chart illustrates the dimensions and stages involved as new policies in special education emerged and were modified, clarified, and implemented from 1970-85. The bargaining power of groups affected by policy implementation is part of the wider structure of power relationships within central and local governments and local level agencies. Special education policy is realized by the actions of individual workers with implementive authority--doctors, teachers, psychologists--who together with local administrators make decisions about the way in which children's special needs are defined and met. This "action focus" approach considers the influence of the structure and context within which diverse interests operate. Twenty-five references are appended. (CJH)

ED 271 902 EC 171 315

Sokoloff, Michele
"They Think They Can Fly!" MacMillian Elementary School--Sixth Grade Class.
PUB DATE- 82
NOTE- 50p.; In: In the Mainstream: Case Studies of Integrated Education for Children with Disabilities, see EC 171 309.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Mainstreaming; *Neurological Impairments; *Physical Disabilities; Program Development

The case study, one of a series on model mainstreaming programs, describes the history and current status of one of the first public schools designed for children with handicapping conditions. One of its seven special education classes is highlighted, the physical setting and its teacher described. Among program features noted are the teacher's motivational and instructional techniques. Five mainstreamed students with physical and neurological disabilities are described in terms of their characteristics and their interactions with others. Social isolation within the classroom and separation among groups (disabled, typical, gifted, Blacks and Whites) are noted. Curriculum information, the transitional focus for preparing for junior high school, and the role of supportive services are discussed. Summary statements touch upon the minimal integration of students within the school, the value of the system of individualized academic instruction, and the high expectations placed on the students. (CL)

ED 271 917 EC 190 225

Christenson, Sandra L.; Ysseldyke, James E.
Academic Responding Time as a Function of Instructional Arrangements.
PUB DATE- 20 Apr 86
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Delivery Systems; Elementary Education; Grouping (Instructional Purposes); *Learning Disabilities; *Mainstreaming; *Resource Room Programs; *Student Placement; *Time on Task

The paper integrates results from three studies that examined learning disabled (LD) and regular education students' academic responding time in different instructional arrangements: (1) high, middle, and low reading group placement, (2) regular and resource room placement, and (3) special education service level placement. Sixty-nine second-, third-, and fourth-grade regular education and LD students were observed for two consecutive days using a comprehensive 10-second interval time sampling technique to describe the instructional context and student responding for a target student. The nature of instruction and student responding for students in different instructional arrangements was more similar than different. The studies documented the small amount of time spent by all students in active academic responses and the considerable variability that existed between individual students regardless of the instructional placement. Despite differences in the nature of instruction there were no differences in total academic responding time of LD students in the resource room and non-LD students in mainstream classes, for students in high, middle, or low reading groups, or for students in different service delivery levels. Instruction received by LD students in resource rooms and in mainstream classrooms differed in several ways, including the student's active academic response. (Author/CL)

ED 271 689 CG 019 228

Eliminating Mandatory Retirement. A Report by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-561
PUB DATE- 12 Mar 86
NOTE- 16p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Age Discrimination; *Federal Legislation; *Older Adults; *Retirement
IDENTIFIERS- *Age Discrimination in Employment Act 1967; Congress 99th; *Mandatory Retirement

This document is a short report on issues related to eliminating mandatory retirement ages. H.R. 4154, Congressman Pepper's bill to legislate elimination of mandatory retirement by removing the maximum age limitation of the Age Discrimination in Employment Act of 1967, is included. The report includes the following sections: (1) questions and answers (with descriptions of the mandatory retirement laws, the Age Discrimination in Employment Act, and the intent and economic consequences of H.R. 5154); (2) review of recent events; (3) historical overview of mandatory retirement; (4) states that have eliminated mandatory retirement (with illustrative table); (5) number of workers affected by mandatory retirement; (6) public attitudes about mandatory retirement; (7) the impact of mandatory retirement on the individual; (8) the impact of uncapping the Age Discrimination in Employment Act; and (9) a summary of the issues. (ABL)

ED 271 774 CS 209 926

Broussard, E. Joseph; Butler, John M.
A Case Study of Stress and Burnout: The Newspaper Adviser.

PUB DATE- Aug 86
NOTE- 60p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Case Studies; Coping; Emotional Response; *Faculty Advisers; Job Satisfaction; *School Newspapers; Secondary Education; *Teacher Burnout; *Teacher Morale; Teacher Motivation
IDENTIFIERS- *Stress (Biological)

A review of literature relating to stress and burnout and its potential implications for further study of secondary school newspaper advisers reveals a number of areas that require attention. Stress can be created by administrators, other faculty members, students, the job itself, or the adviser's personal life. A study of advisers who have dealt successfully with burnout reveals that those persons have made an effort to share their successes as well as their problems with parents and administrators. Further research is needed to determine whether methods of alleviating burnout in other professions might be applicable to teachers. (A comprehensive bibliography of sources for dealing with stress and burnout is included.) (DF)

ED 271 818 EA 018 587

Shapiro, Phyllis P.; Sheehan, Agnes Teresa

The Supervision of Student Teachers: A New Diagnostic Tool.

PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Foreign Countries; Higher Education; Preservice Teacher Education; *Rating Scales; *Student Teachers; Student Teacher Supervisors; Teacher Behavior; *Teacher Supervision
IDENTIFIERS- Canada; Modified Tuckman Form; *Shapiro Scale; Student Teacher Experience Program (Ontario); University of Toronto (Canada)

The student teaching experience can be successful if the student teacher, the host teacher, and the student-teacher supervisor share common goals. Because these goals are frequently not shared, a study was undertaken to develop a scale for the observation of student teachers that would both promote student teacher development and improve the interaction of all three parties relating to appropriate and productive teaching behaviors. Twenty-four student teachers enrolled in the Student Teacher Experience Program at the University of Toronto (Ontario, Canada) completed the Modified Tuckman Form, as did their host teachers and supervisors. The student teachers and host teachers also completed the Shapiro Scale, the scale developed for and tested by this study. To test the validity of the scale's ratings, the 24 student teachers were ability grouped by their supervisors. The scale exhibited strong internal consistency. Student teachers appeared to feel equal needs for help in the four subtest areas measured (creativity, dynamism, warmth and acceptance, and organized demeanor), though host teachers found differences. The scale's validity also appeared strong. The Tuckman Form showed more modest inter-correlations and appeared to assess classroom climate effectively, while the Shapiro Scale assessed specific teacher behavior. (PGD)

ED 271 833 EA 018 610

Stuart, Leland E.; Goldschmidt, Steven M.
Collective Bargaining in American Public Education: The First 25 Years. Final Report.
Oregon Univ., Eugene. Center for Educational Policy and Management.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 86
NOTE- 119p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Board of Education Policy; Board of Education Role; *Collective Bargaining; Community Influence; *Compensation (Remuneration); Educational History; Educational Policy; Elementary Secondary Education; *Employment Problems; Legal Responsibility; *Negotiation Agreements; Policy Formation; *Public Education; School Law; Teacher Associations; Teacher Response; *Teacher Strikes; Unions; Work Environment
IDENTIFIERS- American Federation of Teachers; National Education Association; National School Boards Association

This essay presents an overview of the past 25 years of collective bargaining in American public education. Drawing distinctions between compensation and noncompensation issues, the essay addresses the issue of striking a balance between the interests of organized teachers and the educational interests of their communities, and it incorporates previous research in describing the spread of teacher organization/school board collective bargaining and its impact on teachers and school districts for policy and nonpolicy issues. The first chapter deals entirely with compensation bargaining. The second chapter discusses bargaining over hours and conditions of employment, and includes sections on grievance procedures, time, minimum fairness, and status quo. The third chapter, on educational policy bargaining, analyzes research on the issue and reviews topics of curriculum, student placement, teacher assignment, evaluation, and staff development. The fourth and fifth chapters discuss implementation of contract provisions and the impact of collective bargaining on teachers and school districts for policy and nonpolicy issues. The conclusion speculates on the impacts of bargaining on school district governance, organization, and administration; on education programs; and on teachers. Five pages of references are appended. (IW)

ED 271 948 FL 015 791

Kepaski, Krume; Jusuf, Shaip
Romany Grammar.
PUB DATE- 85
NOTE- 218p.; Translated by Karl Krippes (Georgetown Univ.) from Macdoonian original.

LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Translations (170) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Dialects; Foreign Countries; *Form Classes (Languages); *Grammar; Linguistic Borrowing; Migrants; *Morphology (Languages); Number Systems; *Phonology; Punctuation; Sentence Structure; *Syntax
IDENTIFIERS- Roma; *Romany
An English translation of a grammar of the language used by the Roma, a group of wanderers living in many countries, united by a common language, and often called Bohemians or gypsies, begins with a translator's preface concerning the group's history and the development of the language and dialects. Preliminary material contains a brief history of the Roma and their language presented in both English and Romany. An introductory section describes the Romany alphabet and sound system and basic facts of grammar. Subsequent sections outline in detail the principles of the declension system, derivational morphology, pronouns, numbers, verb tenses and characteristics, indeclinable words, adverbs, prepositions, conjunctions, interjections, particles, orthography, syntax, grammatical agreement, complex sentence structure, and punctuation. A 67-page Romany-to-English glossary is also included. (MSE)

ED 271 560 CE 044 649

Ash, Barbara F.
Pre-Practicum Handbook. Business Education.
Suffolk Univ., Boston, MA. Dept. of Education.
PUB DATE- 86
NOTE- 61p.; For a related document, see CE 044 651. Some pages have small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Business Education Teachers; Check Lists; *Evaluation Criteria; Higher Education; Letters (Correspondence); Practicums; Preservice Teacher Education; Records (Forms); Secondary Education; State Standards; *Statewide Planning; *Student Evaluation; *Student Teachers; *Teacher Certification
IDENTIFIERS- *Massachusetts

This handbook consists of various forms, letters, and information sheets that are intended for use by those involved in the process of certifying student teachers who are participating in one of three prepracticum courses for business education majors at Suffolk University, Boston. The first section explains the purpose of Massachusetts' prepracticum system. Instructions and general guidelines to students participating in the prepracticum series are provided. The next three sections include materials for prepracticums in the foundations of education; reading, communication, and mathematics skills for business educators; and methods of teaching basic business subjects. Each of these sections includes the following: letter to the principal, observation reporting form, clock hour form, log of competencies/activities relating to standards, business education certification requirements, prepracticum followup letter, and prepracticum evaluation form. Lists of Massachusetts undergraduate and graduate programs in business education conclude the guide. (MN)

ED 271 603 CE 044 712

Roden, David
Community Involvement in Transportation Planning. Technical Report Series 37.
North Central Texas Council of Governments, Arlington.
SPONS. AGENCY- Federal Aviation Administration (DOT), Washington, D.C.
REPORT NO.- DOT-1-85-32
PUB DATE- May 84
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adults; *Citizen Participation; Community Coordination; *Community Involvement; *Community Planning; Land Use; *Leadership Qualities; Meetings; *Transportation; Urban Planning

This paper is designed to assist city staffs and transportation agencies in organizing effective community involvement programs. The role of nontechnical information in the decision making process is addressed first, to help professional engineers and planners consider its importance in planning and implementation. In a chapter on value clarification, leadership skills for group meetings are described. The paper also outlines a process for developing an actual community involvement plan. Techniques discussed include publicity and information distribution, public meetings, advisory groups, flow of information to and from the public, conflict management, and relationship building. Work sheets and checklists are included as aids in this process. A rational planning model for implementation is described. Finally, an extensive list of involvement techniques is presented. These techniques are discussed individually so that planners can choose those best suited to the planning situation. A public meeting checklist is appended. (Author/KC)

ED 271 632 CE 044 759

Estell, G. R.
Staff Development for Open Learning Tutors. An Appraisal of Staff Development Needs for the North Yorkshire Open Learning Scheme. FEU/PICKUP Project Report.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-948621-19-2
PUB DATE- 86
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Foreign Countries; *Inservice Education; *Material Development; *Needs Assessment; Nontraditional Education; *Open Education; Postsecondary Education; *Staff Development; *Tutors
IDENTIFIERS- *Great Britain

A project aimed to identify the staff development needs of tutors involved in the OWTLET (Other Ways To Learn--Educational Technology) open learning scheme and to pilot supportive strategies. To ascertain a broad view of inservice tutor training requirements, the first phase of the project was devoted to a literature review, student and tutor questionnaires, visits to established open learning centers, and attendance at open learning workshops. Phase two comprised three strategies: modification of administrative procedures, a series of staff development meetings for tutors on five topics (learning materials; initial interview; maintaining contact; information, advice, and counseling; review and open forum), and preparation of three staff development units. The units, which covered 10 areas of guidance, were offered in open learning form. Appendix A contains the three units: The Concept of Open Learning, The Initial Meeting, and A Continuing Dialogue. Each unit consists of these components: aim and objectives, study guide, questions to guide reading and informative material, and a conclusion. Appendix B is a list of materials for further reading. (YLB)

ED 271 647 CG 019 186

First Facts: A Manual for Sexuality Educators.

Planned Parenthood Federation of America, Inc., New York, NY. Education Dept.

REPORT NO.- ISBN-0-934586-69-1
PUB DATE- 86
NOTE- 126p.
AVAILABLE FROM- Education Dept., Planned Parenthood Federation of America, Inc., 810 Seventh Avenue, New York, NY 10019.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Education; Ethics; *Family Planning; Information Processing; *Instructional Materials; Program Evaluation; *Sex Education; *Sexuality; *Teacher Education; *Teacher Role

This manual contains 10 chapters which provide basic concepts and information needed by family planning/sexuality educators in the areas of sexuality education, program evaluation, family planning, management, fund raising, public speaking, community organizing, public affairs, writing, and editing. "Sexuality Education" (Susan Newcomer) provides an overview of sexuality education. "The Role of the Staff Educator" (Shirley Everett-Clark) discusses the role of educators and the skills they must possess. "Ethics and Standards for Educators" (Esther Walter) outlines the ethics of being a sexuality educator and discusses the educator's responsibility to clients, students, and the law. "Using Volunteers" (J. Stephen Kirkpatrick) discusses aspects of reporting, training, and supervising volunteers. "Funding Affiliate Educational Programs" (J. Stephen Kirkpatrick) discusses funding options for education.

"Community Education" (Carol Cassell) examines community education and its role in providing young people the ability to avoid unintended pregnancies. "Patient Education" (Carol Valentine) looks at one model of patient education. "Training: A Primer" (J. Stephen Kirkpatrick) provides a basic introduction to the training process. "Publications" concerns the production and acquisition of educational materials. "Library and Information Management" (Gloria Roberts and Susan Newcomer) discusses information management. Seven appendices are included which contain mandates for education, certification criteria, an outline of Planned Parenthood's national headquarters structure, an historical sketch of education, lists of resource organizations, a glossary of terms, and short, biographical sketches of the authors in this manual. (NB)

ED 271 704 CG 019 243

The Removal of Age Ceiling Cap under the Age Discrimination in Employment Act. Joint Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor and the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

PUB DATE- 12 Mar 86
NOTE- 125p.; Some sections are printed in small type.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Age Discrimination; Aging (Individuals); *Economic Factors; Hearings; *Older Adults; *Physical Health; *Retirement; Retirement Benefits
IDENTIFIERS- Congress 99th; *Mandatory Retirement; Social Security

This document presents witness testimonies and prepared statements from the Congressional hearing called to examine the removal of the mandatory retirement age by taking the cap off of employees in the private sector through the passage of H.R. 4154. Opening statements are included from Congressmen Pepper and Martinez. Arthur Flemming, the Chairman of the Citizens Coalition for Civil Rights, testifies in support of H.R. 4154. T. Franklin Williams, the director of the National Institute on Aging, discusses the medical and scientific evidence relative to the issue of mandatory retirement, cites examples of how functioning in the various organ systems can be maintained at high levels into an individual's later years, and concludes that there is no convincing medical evidence to support a specific age for mandatory retirement. Eugene Silbermann, a physician, and Erling Johnson, representing the American Association of Retired Persons, discuss their personal experiences with mandatory retirement. Joseph Quinn, an economics professor at Boston College, bases his testimony on 5 years of economic research on the determinants of individual retirement and, while supporting H.R. 4154, asserts that removing mandatory retirement laws without changing the financial incentives that exist in Social Security and private pension plans will have only a modest impact on overall retirement patterns. Prepared statements, letters, and supplemental materials are included. (NB)

ED 271 732 CS 008 503

Rogers, C. D.
Did You Really Read That Short Story?
PUB DATE- Mar 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Far West Regional Conference of the International Reading Association (12th, Reno, NV, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Questioning Techniques; *Reading Processes; *Reading Research; Secondary Education; *Short Stories; Story Reading; Writing Skills
IDENTIFIERS- Squire (James R); Stuart (Jesse)

Two studies carried out by James Squire and Jesse Stuart explored processes used in reading the short story, ways of exploring student's processes, possibilities within the short story as a literary genre, and methods teachers can use. Squire's study showed that introspection and retrospection are useful in studying students' reading processes. In Stuart's study 89% of both higher and lower level readers did not perceive the main idea of the short story. In applying this research to the classroom, teachers must ask "how" and "why" questions so that students' means of arriving at an answer can be understood. Also, teachers should develop in their students an active rather than passive method of reading; students should ask themselves questions as they read such as, why was this title chosen? What is the writer's style? What do you learn about human behavior? What motivates the main characters? (Included are suggestions on how to let students build their own definition of the short story and how to teach sentence and paragraph writing using short stories.) (SRT)

ED 271 846   EA 018 625

Time Analysis: Managing Brevity, Variety and Fragmentation. A Presenter's Guide. Research Based Training for School Administrators. Revised.

Oregon Univ., Eugene. Center for Educational Policy and Management.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 67p.; A product of the Research-Based Training for School Administrators Project.
GRANT- NIE-G-80-0110
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Guides; *Administrator Role; Educational Administration; Elementary Secondary Education; *Leadership Training; *Management Development; Principals; Scheduling; *Stress Management; Superintendents; *Time Management; Workshops
IDENTIFIERS- Association of California School Administrators; *Project Leadership; University of Illinois Chicago Circle Campus

This workshop presenter's guide is intended for use by administrators in training one another in the Project Leadership program developed by the Association of California School Administrators (ACSA). The purpose of this guide is to help school administrators to develop time strategies and to use them successfully. The guide, written to be read aloud, contains a script which clarifies the terms "time" and "management" and discusses the topics of (1) recording and analyzing how time is spent, (2) features of educational management, (3) analyzing time in terms of descriptive categories, (4) learning to record activities, and (5) techniques for managing time (delegation, saying no, doubling up, closure, and procrastination). The guide also contains a 9-item bibliography of suggested readings, a handout for participants that corresponds to a suggested workshop activity, masters of 17 numbered transparencies, and a 9-page supplement containing a summary of the research report "The Urban Principal: Discretionary Decision-Making in a Large Educational Organization," by Van Cleve Morris and others, from the College of Education, University of Illinois at Chicago circle, Chicago, Illinois. (IW)

ED 271 888 EA 018 678

Muta, Hiromitsu

Education and Training in Japan in the Cybernetic Age. Program Report No. 85-B2.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

PUB DATE- Aug 85

NOTE- 69p.; Paper presented at the International Jerusalem Convention on Education (1st, Jerusalem, Israel, December 19-23, 1984).

AVAILABLE FROM- Publication Sales, IFG/SEPI Publications, CERAS Building 402S, Stanford University, Stanford, CA 94305 ($3.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computers; Developed Nations; *Educational Change; *Educational Policy; Elementary Secondary Education; Employment Patterns; Foreign Countries; Labor Force; *Labor Force Development; National Programs; Postsecondary Education; Public Policy; Socioeconomic Influences; *Technological Advancement

IDENTIFIERS- *Japan

The introduction of computers and other microelectronic equipment throughout the Japanese economy has not affected employment negatively, owing to economic growth and the adaptability of the workers and business organizations affected. Because rapid advances in technology are making many specialized skills and areas of knowledge obsolete, it is becoming increasingly necessary to re-educate and retrain the labor force. Schools are now asked to focus on widely applicable theory rather than on specific skills or facts, and to develop students' fundamental scholastic aptitudes, adaptability, and creativity. The skills and knowledge required for work are provided at vocational schools or through internal programs operated by businesses themselves. The changes in the educational system that are necessitated by technological advancement challenge Japanese social and cultural values and will have a significant impact on the country. Data on employment trends in Japan support the arguments made in this paper. Appendixes describe Japan's educational system and the essential characteristics of the employment system in further detail. Forty-four references are provided. (PGD)

Leroux, Janice A.
Sex Differences Influencing Gifted Adolescents: An Ethnographic Study.
PUB DATE- Apr 86
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; Foreign Countries; *Gifted; Grade 12; High Schools; High School Students; Interpersonal Competence; Peer Relationship; *Self Concept; *Sex Differences; *Student Attitudes
IDENTIFIERS- Ontario

To study gifted adolescents and their perception of education, social relationships, career counseling, and self-image, interviews were conducted with 60 grade twelve students identified as gifted in four secondary schools in Ontario (Canada), and with 12 of their teachers/guidance counselors. Information from the Offer Self-Image Questionnaire for Adolescents provided similarities and differences, which were compared to the descriptions from group and personal interviews. An ethnographic design reduced the descriptive data to essential essences. The results compare sex differences and demonstrate the intellectual, emotional, social and behavioral adaptations perceived by gifted adolescents in their environment. Four hypotheses were advanced: (1) gifted adolescent females respond to learning experiences differently from gifted males; (2) social interactions influence gifted females and gifted males to a similar degree; (3) gifted adolescent females aspire to careers from a different perspective than do gifted adolescent males; and (4) gifted adolescent females differ from gifted adolescent males with respect to identity in the psychological and social dimensions. A four-page bibliography concludes the document. (CL)

ED 271 575 CE 044 671

Eaves, Thomas A.
Trainer Competencies. An Examination of Existing Research.
PUB DATE- 6 Nov 85
NOTE- 25p.; Paper presented at the National Adult Education Conference of the American Association for Adult and Continuing Education (Milwaukee, WI, November 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Educators; Competence; *Educational Needs; Educational Research; Job Analysis; Job Skills; *Labor Force Development; Needs Assessment; Postsecondary Education; Research Projects; *Teacher Role; *Trainers

The first comprehensive studies to identify the adult educator's role can be traced back to Hallenbeck's work in 1948. Two works on this same topic, both published in 1978, stand out with regard to their techniques and thoroughness. The first of these is Bunning and Rossman's survey of adult educators to determine a core of common skills and knowledge that would be needed by adult educators of the future, and the second was Pinto and Walker's sampling of the membership of the American Society of Training and Development to identify the critical activities performed by trainers in their day-to-day role. In 1982, a study performed by Daniel and Rose supplemented the data base provided by Bunning and Rossman by providing practitioner (continuing education administrator) perspectives. This body of research revealed that trainers perform activities in four functional areas: management and coordination, programming, human resource development delivery, and career development. Training and development curricula should therefore include training in research/statistics, media development/production, and counseling/career development. Ideally, a graduate program to prepare trainers should incorporate adult education, business/management, and counseling. (MN)

ED 271 589 CE 044 692

Carr, Linda
Communication Systems. Supervising: Communication. The Choice Series #63. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-74-0
PUB DATE- 85
NOTE- 66p.; For related documents, see ED 266 310-312, ED 268 236-263, ED 270 592-593, and CE 044 689-693.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington New Town, Tyne and Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Communications; Electronic Mail; Equipment Utilization; Facsimile Transmission; *Information Processing; Information Retrieval; Information Storage; *Office Machines; *Organizational Communication; Postsecondary Education; *Supervisory Methods; *Supervisory Training; Systems Approach; Telephone Communications Systems; Word Processing

This student guide is intended to assist persons employed as supervisors in understanding and using communication equipment. Discussed in the first three sections are the following topics: producing and storing information (communicating, storing, and retrieving information and using word processors and talking machines); communicating information (post and telephone, machines that communicate, electronic mail, facsimile machines, electronic banking, and telephone communications); and using information retrieval systems (information retrieval, viewdata, and uses of viewdata systems). Each of these sections contains an introduction, instructional text that is interspersed with reinforcing learning activities, and a section summary. The fourth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). A unit review, which also includes a description of related extension courses and resources, concludes the guide. (MN)

ED 271 618 CE 044 732

Leone, Peter; And Others
Characteristics of Exceptional Populations. Teacher Training Module #2. Correctional/Special Education Training Project.
Eastern Kentucky Univ., Richmond. Dept. of Correctional Services.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 86
NOTE- 87p.; For related documents, see CE 044 730-738.
GRANT- G008303696
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; Adult Education; Classroom Techniques; Competency Based Education; *Correctional Education; *Disabilities; Educational Needs; Evaluation Criteria; *Exceptional Persons; Learning Disabilities; Mental Disorders; Physical Disabilities; Postsecondary Education; *Prisoners; Program Implementation; *Remedial Instruction; *Special Education; *Teacher Education; Teaching Methods; Young Adults

This module, which is one in a series of training packages intended to train educators working with handicapped adolescents and young adults in correctional settings, deals with the characteristics of special populations and issues in the education of incarcerated individuals. Addressed in the individual sections of the module are the following topics: the nature of various physical, emotional, and behavioral disabilities and impairments, the functional aspects of these handicapping conditions, and similarities between handicapped offenders and other incarcerated persons with skill deficits. The module includes instructional design specifications (module title, competency statement, rationale statement, prerequisites); module objectives; evaluation procedures and criteria, learning activities and alternatives; a content outline; references; handouts; overhead transparency masters; and a training evaluation form. (MN)

ED 271 675 CG 019 214

Brenton, Myron
The Older Person's Guide to Safe Driving. Public Affairs Pamphlet No. 641.
AAA Foundation for Traffic Safety, Falls Church, Va.
SPONS. AGENCY- Public Affairs Committee, Inc., New York, N.Y.
REPORT NO.- ISBN-0-88291-078-7
PUB DATE- 86
NOTE- 29p.
AVAILABLE FROM- AAA Foundation for Traffic Safety, 2990 Telestar Court, Suite 100, Falls Church, VA 22042 (1-3 copies, $.50 each; discounts available for quantity orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Aging (Individuals); Driver Education; Motor Vehicles; *Older Adults; *Safety Education; Traffic Accidents; *Traffic Safety

This pamphlet is a practical guide with helpful suggestions on safe driving for older people. A discussion of the controversy surrounding older people's driving ability begins the pamphlet. Effects of aging on driving are discussed, including affects on vision, twilight and night driving, hearing, muscles and joints, and mental functions. It is noted that certain aspects of older drivers' health, such as medication use, may affect driving. Six situations in which older drivers most often make mistakes are discussed and suggestions are given to avoid errors. These include: (1) failure to yield right-of-way; (2) turning; (3) running lights; (4) improper changing of lanes; (5) improper passing; and (6) improper highway driving. Tips are given for bad weather driving, driving defensively, and long-distance driving. Pedestrian safety and seat belt safety are discussed. Continuing driving education is recommended. Safety when buying a new car and insurance for the older person are discussed. Recommendations are made to improve car and road design for older drivers and advice is given on when an older person should stop driving. (ABL)

ED 271 746 CS 209 768

Richstad, Jim
International Broadcasting in the Pacific Islands.
PUB DATE- Aug 86
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Broadcast Industry; Foreign Countries; Intercultural Communication; Mass Media; *Media Research; *News Reporting; *Programing (Broadcast); *Radio; Telecommunications
IDENTIFIERS- *International Broadcasting; News Sources; *Pacific Islands

A study examined the diversity of news and cultural programing sources available to the Pacific Islands news media from international broadcasting and from related activities of countries outside the region. Questionnaires dealing with the use of international broadcast programs in the Pacific Islands radio services, how managers view listener interest in news and other countries, translation, and monitoring were developed and sent to all Pacific Islands broadcasting services, as well as those international services indicating that their signal could reach the Pacific Islands. Among the conclusions suggested by the data are that (1) island broadcast services make heavy use of international broadcasting for world news, (2) Radio Australia is the leading international broadcaster in the Pacific, and (3) international broadcasting is clearly an important part of Island broadcasting. (DF)

ED 271 760 CS 209 842

Beasley, Maurine H.
The Women's National Press Club: Case Study in the Professionalization of Women Journalists.
PUB DATE- Aug 86
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Clubs; *Employed Women; Equal Opportunities (Jobs); Females; Feminism; *Journalism; *Professional Personnel; *Professional Recognition; *Sex Discrimination
IDENTIFIERS- Journalism History; *Journalists; National Press Club; *Womens National Press Club

The Women's National Press Club (WNPC) existed in Washington, D.C., from 1919 to 1971 primarily because the National Press Club (NPC) refused to admit women. The WNPC offered mutual support in the face of male hostility. Women were virtually cut off from news sources; 20 women had Capitol press gallery privileges in 1879, but they were effectively excluded in 1880 when part-time correspondents were banned. The WNPC held luncheon meetings and invited speakers who gave the women a chance to obtain news stories and meet influential people. Leadership of the club was a hard fought honor and the women who became president exemplified journalistic competence and dedication. While most women journalists were confined to the society or women's pages, the NWPC presidents of the early 1930s held their own against male competitors, writing on politics, crime, courts, public affairs, and other front-page topics. Eleanor Roosevelt became a member in 1938 on the basis of her nationally syndicated column, "My Day," though her application was protested by some because she did not earn her living by writing. The situation for women improved in the 1950s when they were allowed to sit in the gallery of the NPC, but space was limited and they could not hear or ask questions. In the 1960s the State Department insisted that women be permitted to participate, and finally, in 1971, the NPC decided to admit women. Although the WNPC admitted men in the 1970s and changed its name to the Washington Press Club in an effort to survive, in 1985 it merged with NPC. (SRT)

ED 271 790 CS 209 965

McClelland, Ben W.; Donovan, Timothy R.
Perspectives on Research and Scholarship in Composition.
REPORT NO.- ISBN-0-87352-145-5
PUB DATE- 85
NOTE- 266p.
AVAILABLE FROM- Modern Language Association of America, 10 Astor Pl., New York, NY 10003 ($25.00 hardcover--ISBN-0-87352-144; $14.50 softcover--ISBN-0-87352-145-5); National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 35218, $14.50 member, $18.85 nonmember).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- Artificial Intelligence; Educational Trends; English Departments; Linguistics; Linguistic Theory; Research Methodology; *Teacher Education; Technical Writing; *Writing Instruction; Writing Processes; *Writing Research
IDENTIFIERS- Rhetorical Theory

As a follow-up to the successful book "Eight Approaches to Teaching Composition," this collection of 13 original essays presents the major research and scholarship in the related fields that are shaping the theory and practice of composition studies. Each chapter defines a special area of study, assesses its published literature from the perspective of the author's (or authors') expertise, and presents issues or questions that remain to be addressed. Titles of the chapters and their authors are as follows: (1) "Where Are English Departments Going?" (Ben W. McClelland and Timothy R. Donovan); (2) "Toward a Theory of Composition" (Lil Brannon); (3) "Modern Rhetorical Theory and Its Future Directions" (C.H. Knoblauch); (4) "Composition Theory and Literary Theory" (John Clifford and John Schilb); (5) "Linguistics and Writing" (William Strong); (6) "Collaborative Learning and Teaching Writing" (John Trimbur); (7) "Empirical Research in Composition" (Anne Ruggles Gere); (8) "Forming Research Communities among Naturalistic Researchers" (Lucy McCormick Calkins); (9) "Cognitive Studies and Teaching Writing" (Andrea A. Lunsford); (10) "Research on Error and Correction" (Glynda Hull); (11) "The Competence of Young Writers" (Thomas Newkirk and Nancie Atwell); (12) "Technical Communication in the Information Economy" (Michael L. Keene); and (13) "The Promise of Artificial Intelligence Research for Composition" (Hugh Burns). A composition bibliography, an index, and notes on the contributors are included. (HTH)

ED 271 860 EA 018 649

Robson, Maurice

Identifying Processes for Coherent Curriculum Planning at a School Level: The Ministerial Paper No. 6 and Schools Project.

PUB DATE- Apr 86
NOTE- 16p.; In: A State in Action: Working with Schools for Program Improvement. Symposium presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, California, April 16-20, 1986). Session 813; see EA 018 844. Attachments contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; *Change Strategies; *Curriculum Development; Educational Change; Elementary Secondary Education; Foreign Countries; Government School Relationship; Program Implementation; State Departments of Education; State Programs
IDENTIFIERS- Australia (Victoria)

The purpose of the Ministerial Paper No. 6 and Schools Project is to develop strategies and materials for use by individual schools in the state of Victoria, Australia, as they plan and implement curricula consistent with the guidelines in the Victoria Ministry of Education's Ministerial Paper 6. The strategies focus on improving the balance and coherence of the curriculum both horizontally (across subject areas) and vertically (across grade levels). The project also models a collaborative approach to educational change. The project is currently testing its major product, a resource kit for schools. The kit contains an outline of project goals, a guide to the kit's contents, an index listing 33 processes for supporting curriculum balance, materials detailing each strategy, an index of related programs and processes, and examples of practical implementation. Project development involved selecting test sites, visiting the sites, developing strategies and materials, evaluating the materials through practical testing, and revising the materials for production, dissemination, and implementation. Reflections on what the process has shown about curricular change conclude this report. A draft version of the index of strategies and an example of the more detailed coverage given each of the strategies (in this case those related to small group meetings) are attached. (PGD)

ED 271 874 EA 018 664

Crane, Terese A.
'Person' in Curriculum.
PUB DATE- 19 Apr 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Assoication (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; Curriculum Problems; *Educational Change; *Educational Needs; Educational Philosophy; Elementary Secondary Education; *Humanistic Education; Humanization; *Learning Processes; Learning Theories; Relevance (Education); School Effectiveness

All research on curriculum development incorporates implicit assumptions about the nature of persons and the nature of learning.

These assumptions fall into two major categories: (1) psychological assumptions, based on empirical descriptions; and (2) logical (conceptual) assumptions, which give explanatory accounts of meaning. Most curriculum theory has depended on the empirical assumption that human behaviors are predictable because they are observable, and that students are "learners." This assumption leads to a curriculum development focused on training people to act in certain ways. In today's increasingly complex, multicultural society, however, curriculum developed for "learners" becomes insignificant at levels beyond training in basic processes. Conceptual curriculum theorizing recognizes students as "persons": human beings with freedom, value, and dignity. Curriculum grounded in the concept of "person" is flexible, humanizing, and able to account for unanticipated learning outcomes. Effective curriculum development can use the strengths of both types of assumptions by working from a logical or conceptual assumption about "persons," delineating necessary conditions of that concept, employing existent curricula, and evaluating them for necessary conditions as well as "learner" behaviors related to the subject matter, discipline, or conceptual base. (IW)

ED 271 903 EC 171 316

Fitzgerald, Susanne
Lucky to Survive: Resource Program in an Upper Middle Class Suburb.
PUB DATE- 82
NOTE- 40p.; In: In the Mainstream: Case Studies of Integrated Education for Children with Disabilities, see EC 171 309. Page 33 is missing from copy received by ERIC and is unavailable.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; *Disabilities; Educational Philosophy; High Schools; *Mainstreaming; Program Descriptions; *Resource Room Programs; Teacher Role

The case study describes the integration of 13 learning disabled high school students into the mainstream of a public high school. Physical descriptions center on the school's neighborhood and the facility. Background information includes information on teaching staff and the student population. The resource class is then detailed in terms of its history, physical description, organization, and inservice program. The teacher's style, background, his philosophy of teaching, and his perspective on the students are examined. Results from interviews with six regular classroom teachers emphasize positive attitudes toward the program. Observations of three students and excerpts from student interviews are cited. Information on curriculum modifications is followed by a summary of the principal's role. Among factors found to contribute to the program's success are the teacher's administrative and interpersonal skills and the mutual respect in the school's organizational climate. (CL)

ED 271 918 EC 190 226

Nevin, Ann

Avoiding or Limiting Special Education Referrals: Changes and Challenges.

PUB DATE- 26 May 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (110th, Denver, CO, May 25-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Classroom Techniques; *Disabilities; Elementary Secondary Education; Inservice Teacher Education; *Mainstreaming; *Referral; *Special Education; Teaching Methods

The major hypothesis of the paper is that as mainstream education broadens its tolerance for individual differences and as mainstream educators gain in the skill and knowledge to individualize instruction, few if any students need to be referred for services delivered outside the general education system. The paper organizes reports from "state of the art" research and practice according to underlying methods and practices which strengthen the mainstream:

adaptations of curricula and classroom management systems; teacher development (e.g., inservice training) and administrative management strategies; and early interventions. Recommendations for policy, training and research are proposed, including models to integrate training of regular and special educators. The paper concludes that a creative reformation of schools in general is needed. A 15-page list of references concludes the document. (Author/CL)

ED 271 718 CS 008 434

Dwyer, Edward

The Preface: A Model for Using This Valuable But Usually Overlooked Part of a Book.

PUB DATE- 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Content Area Reading; Higher Education; *Models; Reading Comprehension; Secondary Education; *Study Skills; *Teaching Methods; *Textbooks
IDENTIFIERS- *Prefaces

The prefaces of textbooks have considerable value as aids in helping students profit more from their reading. But they are frequently ignored by most young readers and rarely if ever assigned by teachers in a formal manner as aids to instruction. A model teaching unit originally using a social studies text can lead students to see the value of a preface, but more importantly, to conclude that the preface of every text has value. In, this model, items requiring responses are typed in a worksheet format, photocopied, and then distributed to the students. Students write their answers on scrap paper, edit them, and then write their final answers in the spaces provided on the worksheet. The model is adaptable to a wide variety of circumstances. It is advisable to have a preface unit on file and readily available for each text that will be used extensively. Students will routinely find themselves reading the preface of a text even when they are not required to do so. (The introduction of the textbook on which the model is based and a sample of questions are included.) (HTH)

ED 271 775 CS 209 927

Severn, Jessica J. H.; Dunham, Rodney A.
Advertising Practitioners' Uses and Perceptions of Research.
PUB DATE- Aug 86
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986). Funding for research of this paper provided by a grant from the San Diego State University Research Council.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; *Media Research; Research and Development; Research Methodology; *Research Utilization; *Theory Practice Relationship
IDENTIFIERS- *Advertising Agencies

A study examined (1) how advertising practitioners perceive research related to their profession, (2) how advertising practitioners learn of current research results, and (3) how, if at all, advertising practitioners use research. Individual discussions with advertising practitioners in the San Diego market led to an initial bank of items from which final, 50-item questionnaires were constructed. These were sent to 283 advertising agencies, 96 of whom responded. Data from the 76 usable responses showed that applied research is used frequently in a day-to-day problem solving context, but theoretical research appears to be rarely used. Practitioners had positive perceptions of the value of applied research, and the more positive the practitioners' orientations to science, the more favorable was their perception of theoretical research. The analysis indicated a strong, positive relationship between practitioner perception of research and agency use of research. These results suggest that the gap between academics and advertising practitioners has narrowed. (SRT)

ED 271 949 FL 015 795

Martinez, Christine R.
A Review of the Effectiveness of Bilingual Programs with Limited-English-Speaking Children.
PUB DATE- 21 Apr 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Bilingual Education Programs; *Educational Attitudes; *Limited English Speaking; Literature Reviews; Program Design; *Program Effectiveness; *Program Evaluation; Research Needs

A review of literature concerning the effectiveness of bilingual education programs consists of three sections, each containing descriptions of one or more studies and evaluations of the studies' significance. The first examines broad studies of the factors promoting or affecting bilingual education program success. The second section looks at research concerning attitudes toward bilingual education. The third section focuses on the need for program evaluation. Implications are drawn as follows: (1) a more uniform definition of bilingual education is needed; and (2) more evaluative research on bilingual education programs and their impacts is needed. (MSE)

ED 271 561 CE 044 651

Ash, Barbara F.
Handbook for Student Teaching Practicum in Business Education.
Suffolk Univ., Boston, MA. Dept. of Education.
PUB DATE- 86
NOTE- 47p.; For a related document, see CE 044 649.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Business Education Teachers; Check Lists; Cooperative Programs; Educational Policy; Ethics; Evaluation Criteria; Higher Education; Letters (Correspondence); *Practicums; *Practicum Supervision; Preservice Teacher Education; Records (Forms); Secondary Education; State Standards; Statewide Planning; *Student Evaluation; *Student Teachers; *Teacher Certification
IDENTIFIERS- *Massachusetts

This handbook is intended to assist students, cooperating practitioners, and university supervisors who are involved in practicums for business education majors in Massachusetts. Policies for Suffolk University's student teaching practicum are outlined. Provided next are instructions and various reports and evaluation forms for student teachers (personal data sheet, teaching schedule, personnel report, clock hour report, sample log, and sample lesson form). The next section includes the following items for cooperating practitioners/university supervisors (letter, list of stages of student teachers, observation report form, assessment scale for evaluation of the practicum, and practicum report for the Massachusetts Department of Education). Certification requirements and the business education programs offered at Suffolk University in Boston are listed. Concluding the guide is a copy of the code of ethics of the education profession as adopted by the National Education Association Representative Assembly in 1975. (MN)

ED 271 661 CG 019 200

Friedo, David A.
How to Fight Teenage Suicide: A Parents' Guide to the Danger Signals.
Michigan Univ., Ann Arbor. Medical Center.
PUB DATE- Apr 86
NOTE- 10p.; A press release of the Health News Service.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Depression (Psychology); *Drug Abuse; *High Risk Persons; Identification; *Profiles; Psychological Patterns; Psychopathology; *Suicide

Physicians have developed and tested a profile to be used by parents and professionals to help identify potential teenage suicide victims. The profile was developed using a study of 27 male and 37 female teenagers hospitalized in the Children's Psychiatric Hospital at the University of Michigan Medical Center. Adolescents were shown to be reliable reporters of information used to determine suicide potential. Talk of harming oneself, depressed mood, lack of a sense of pleasure, social withdrawal, decreased school performance, and a noticeable increase in substance abuse may be indicators of a potential suicide. Depression and drug or alcohol abuse was a particularly dangerous combination. Two types of suicidal teenagers emerged. The first is a teenager who seems to be doing well with friends, school, and other aspects of life. A marked behavior change occurs in which the adolescent's school performance falls, his hygiene decreases, he withdraws socially, he has problems sleeping, and he begins losing weight. This type of adolescent may have a chemical imbalance favoring suicide. The second type of suicidal teenager has not done well in school, may have a learning disability, and exists on the fringe of social activities. This student begins to see himself as others do, as a loser. Teenagers are killing themselves at much higher rates than they were just 30 years ago, possibly due to the fragmentation and instability of communities and families today. (The profile of a potential suicide is included and is arranged as a list of symptoms in the categories of depression, loss, psychiatric history, stress, and substance abuse.) (ABL)

ED 271 690   CG 019 229

Reauthorization of the Domestic Volunteer Service Act of 1973. Hearing before the Subcommittee on Children, Family, Drugs and Alcoholism of the Committee on Labor and Human Resources. United States Senate, Ninety-Ninth Congress, Second Session on Reviewing Legislation on the Reauthorization of ACTION Programs.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-99-576
PUB DATE- 6 Feb 86
NOTE- 148p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Programs; Hearings; *Social Services; *Voluntary Agencies; *Volunteers
IDENTIFIERS- ACTION (Agency); Congress 99th

This document presents witness testimonies and prepared statements from the Senate hearing called to consider the reauthorization of ACTION programs. Opening remarks by Senators Orrin G. Hatch and Paula Hawkins discuss ACTION, a federal agency whose purpose is to advocate, promote, and support the voluntary efforts of citizens in solving the problems of the poor, the disabled, the elderly, and children with special needs. Testimony and prepared statements of the following witnesses are presented: (1) Donna Alvarado, director, ACTION Agency; (2) Nancy Doctor, president of the National Association of Senior Companion Program Directors; (3) Jim H. Sugarman, president, National Association of Retired Senior Volunteer Program Directors; (4) Betty Manley and Reta Katzman, vice-president and president respectively, National Association of Foster Grandparent Program Directors; (5) Ira Greiff, project director, St. Francis House, Boston; (6) Daisy Martin, Sister Jean Goering, and Frances Judd, volunteers; (7) Senator Edward M. Kennedy; and (8) Margaret L. Petito. Additional materials included are an article on the plight of the homeless and responses by the administration to questions submitted by the committee. (ABL)

ED 271 805 EA 018 230

Rutherford, William L.; Murphy, Sheila C.
Change in High Schools: Roles and Reactions of Teachers.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 4 Apr 85
NOTE- 34p.; In: Symposium 56.11 of the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985); see EA 018 229.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Improvement; Educational Innovation; *High Schools; Research Needs; *Secondary School Teachers; *Teacher Administrator Relationship; *Teacher Response; *Teacher Role

This report is part of a research series on roles of participants in high school change. Investigators administered interview questions to 380 teachers of 18 selected high schools in 9 sites geographically dispersed across the nation. From taped interviews, 54 were chosen for study of teachers' roles in school change, their reactions to change, and factors that influenced those reactions. The 54 teachers reported a total of 155 changes that had influenced them during the previous two years. Data indicate that high school teachers are more likely to be recipients than initiators of change. As individuals working collaboratively, teachers were responsible for initiating 28.4 percent of changes, whereas 71.6 percent were begun by school administrators or sources outside the school. In their reactions to changes, teachers were more likely to be positive than negative, thereby invalidating the common assumption that teachers are resistant to change. Investigation of influences on teacher reactions to change revealed that source of change was the most significant factor. This suggests that future research should identify the role teachers can and should assume to enhance school improvement efforts. (CJH)

ED 271 819 EA 018 588

Lear, Robert T.
Residential Placements of Handicapped Students.
PUB DATE- 86
NOTE- 7p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Court Litigation; *Disabilities; Elementary Secondary Education; Legal Responsibility; *Residential Care; School Districts; *School Responsibility; School Role; Social Agencies; *Student Placement

Court decisions concerning the residential placement of disabled children have tended to assign the primary responsibility to school districts when a child's education is affected by the placement. Because the costs of full-time residential placement are very high, school districts should analyze requests for such placement quickly and should be inventive in suggesting programs that will utilize the resources of other social agencies in addition to those of the school. Rejection of requests for placement may lead to litigation that could result in the district having to shoulder the whole burden, even for those aspects of the placement not specifically linked to educational needs. This report reviews several legal issues associated with the assignment of responsibility for various degrees of residential care, citing 30 relevant court cases. (PGD)

ED 271 950 FL 015 804

Hadaway, Nancy L.
Teaching Vocabulary in English as a Second Language Classes: A Rationale and Instructional Unit.
PUB DATE- 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Classroom Techniques; Course Descriptions; *English (Second Language); Lesson Plans; Literature Reviews; Secondary Education; Second Language Instruction; Teacher Developed Materials; *Vocabulary Development

Second language methodology has undergone much change, with the emphasis shifting from productive to receptive skills in the initial stages of instruction. Vocabulary is receiving new attention in the literature, but the strategies for introducing new lexical items have changed due to new teaching methods. The key to teaching vocabulary lies in putting the items in meaningful context and in developing the relationships between words. These techniques will lead to retention of vocabulary and will increase student ability to communicate effectively and function outside the classroom. The instructional unit that is included uses this approach and focuses on leisure and recreational vocabulary in English as a second language. Designed for high school students at level B, it consists of three weeks of daily instructional and evaluative activities leading to a series of specific cognitive, affective, cultural, and psychomotor objectives. Eighteen references conclude the paper. (MSE)

ED 271 965 FL 015 822

Raimes, Ann
An Investigation of How ESL Students Write.
PUB DATE- Apr 85
NOTE- 29p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (19th, New York, NY, April 9-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *English (Second Language); Higher Education; *Individual Differences; *Language Proficiency; Remedial Instruction; *Revision (Written Composition); Second Language Learning; *Writing Skills

A study is described which investigated the differences between English-as-a-second-language (ESL) writers and native-English-speaking writers and examined closely a range of ESL writers and their composing processes. The procedures used were those used by Sondra Perl in a study of the composing processes of unskilled college writers (1979). Subjects were four students in a remedial ESL program and four non-natives who were taking or had completed a freshman composition course. The students had varied linguistic backgrounds. The data were drawn from taped interviews about the students' educational and writing backgrounds; proficiency tests in grammar, vocabulary, and reading; think-aloud composing on two topics; interviews after each composing session; and assessment of writing samples by trained evaluators. Some common patterns emerged from the analysis: the ESL students wrote more than Perl's theorized basicwriter and edited less, with the lowest-proficiency students editing very little. The proficient group's editing focused on punctuation and verb forms. The non-remedial students wrote more fluently and revised more than the others, but one low-proficiency non-remedial student was found to write very well. The overall conclusions were that no neat definition of the ESL writer emerged, the profile of the unskilled ESL writer is extremely complex, and opportunity for oral rehearsal may be valuable in skill development. (MSE)

ED 271 979 FL 015 841

Wannamaker, Patricia W.
Liberal Arts Rapport with the Business Community through Interdisciplinary Trade Conferences.
PUB DATE- 85
NOTE- 9p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Conferences; Higher Education; *Interdisciplinary Approach; *International Trade; *Liberal Arts; Program Descriptions; *School Business Relationship; Second Language Instruction
IDENTIFIERS- Clemson University SC

Two liberal arts faculty members in international politics and foreign languages collaborated to develop a series of annual international trade conferences sponsored by Clemson University as a way to bring the liberal arts college into direct contact with both the business college and the business community. Also, the conferences provide a setting for faculty and students to interview business and government representatives. They can then use their data as a primary source for research and teaching materials. The theme of the first conference in 1982 was exporting for profit, and the second was international economic interdependence. The third conference took the form of an off-campus trade show in manufacturing and agriculture. The series has helped to stimulate campus interest in international affairs and to promote contacts and cooperative agreements between the university and the business community. They have been successful in blending humanistic and technical elements in a land-grant institution. Two recent grants, for an international internship and an agricultural literacy project, have added impetus to the interdisciplinary aspect of the program. The conferences have also assisted in student job placement and stimulated ideas for further innovative, interdisciplinary program development. (MSE)

ED 271 993 FL 015 855

Savangvarorose, Bang-Orn
Telex Language in Thailand: Its Importance, Its Teaching and the Materials Required.
PUB DATE- May 85
NOTE- 27p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; *English for Special Purposes; Foreign Countries; Higher Education; Instructional Materials; Intercultural Communication; *International Trade; *Language Usage; Second Language Instruction
IDENTIFIERS- *Telex; *Thailand

A 1985 survey of telex use in Thailand revealed that 90 out of 100 companies send and receive between 1 and 50 telexes a day, that telex is used more extensively than any other form of written communication for business, and that there are typical telex styles and formats. Information on business education on the university level reveals that only two state universities offer comprehensive business English courses. The curriculums of these two universities as well as curriculums in the private universities allow for instruction in telex writing. In teaching telex writing, either the limited, usually imported, texts containing references to telex communication or authentic telex messages and guidelines derived from them are used as instructional materials. Emphasis is placed on techniques of precis writing and adaptation of business letter-writing skills. Problems in telex teaching include lack of instructional materials and lack of language standardization, low student writing proficiency, and limited student time to devote to telex writing skills. A number of tables are included and examples of telex communications are appended. (MSE)

ED 272 007 FL 015 869

Algin, Barbara

Cultural Simulation: Adaptation of Films for Business German.

PUB DATE- May 85
NOTE- 17p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; Business Administration Education; *Business Communication; Classroom Techniques; *Cultural Education; *Documentaries; Films; *German; Higher Education; *Languages for Special Purposes; *Learning Processes; Second Language Instruction
IDENTIFIERS- *Scripts (Knowledge Structures)

Script theory suggests that human memory is organized around personal experiences or episodes rather than around semantic categories, and that a particular event is remembered as it relates to other events occurring simultaneously. According to the experience of one teacher of business German on the college level, students of business German need to develop scripts on German-speaking people that are more complete than the partial scripts they have already developed in their previous study. Business German students include future managers and small business owners or employees, who need to develop cultural sensitivity. Films shown in class can be used to heighten awareness of cultural similarities and differences and to complement, supplement, or supplant textbook study. While full-length features are too long and too narrow in scope to be useful, documentaries are varied and can provide information on people, buildings, history, technical processes, and travel and geography. Suitable documentaries are available from the German consulate and public and college libraries. Pre-viewing questions on business subjects relevant to the film can be provided to heighten student perceptions and appreciation of film content, and critiques, in German and on business topics, can be assigned after film viewing. (MSE)

ED 272 021 FL 015 883

Feustle, Joseph A., Jr.
Spanish and Legal Assisting: A Collaborative Venture.
PUB DATE- May 85
NOTE- 12p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Second Language Programs; Curriculum Development; Degree Requirements; Higher Education; Interdisciplinary Approach; *Languages for Special Purposes; *Legal Assistants; *Legal Education (Professions); *Majors (Students); Program Design; Second Language Instruction; *Spanish
IDENTIFIERS- University of Toledo OH

The University of Toledo's Spanish and Legal Assisting program provides two degree tracks, a twenty-five course program in the Community and Technical College and a coordinated bachelor's program in the College of Arts and Sciences. The shorter legal assisting program provides training allowing individuals to work under an attorney's supervision, and the longer program is based on a Spanish major with a minor in legal assisting. Courses are sequenced to maximize cultural awareness and language proficiency, and include two civilization courses. Standard, not regional, Spanish is used. Business and legal vocabulary are introduced early in the Spanish program, and computerized vocabulary drills have been developed for program use. The fact that the program requires no additional tenured full-time staff, has the potential for increasing enrollments, and addresses a potentially high demand has aided in garnering administrative support. The greatest difficulty in designing the program was in gaining support in the College of Arts and Sciences. The program has already brought visibility to the language department, promoted professional growth among staff, and created links with the community. (MSE)

ED 272 036   FL 015 900

Jew, Victoria
Literacy Skills Development and the Asian LEP Students.
PUB DATE- 86
NOTE- 16p.; Paper presented at the Annual International Bilingual/Bicultural Conference of the National Association for Bilingual Education (15th, Chicago, IL, April 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; *Classroom Techniques; Contrastive Linguistics; Educational Strategies; Elementary Education; *English (Second Language); Immigrants; *Limited English Speaking; *Literacy Education; *Native Language Instruction; *Reading Processes; Second Language Learning; Syntax; Tone Languages; Transfer of Training
IDENTIFIERS- *Asians; Orthography

With the rapid and dramatic influx of Asians of widely varying background to the United States, more comprehensive planning for literacy education will be increasingly important. Most research on literacy in English as a second language, particularly on transfer of learning from one language to another, focuses on groups with European language backgrounds. There is evidence that the very different orthography and syntax of Asian languages may be accompanied by or account for very different cognitive and learning processes. Implications for educators are: (1) they must be judicious in applying current bilingual pedagogical approaches to literacy skills development; (2) they should focus on the orthographic and syntactic differences between Asian languages and English while considering the universal aspects of the reading process; and (3) they need to keep in perspective the relative importance of different skills for classroom emphasis. Every effort should be made to develop primary language literacy, at least by making the primary language a visible and legitimate part of schoolwork. Development of reading and writing skills should be approached as part of the communication process, with adjustments to accommodate cultural differences and their effects on reading comprehension. (MSE)

ED 272 050 HE 019 436

Davis, Nancy T., Ed.; Hahn, Laurel Markey, Ed.
Blueprints: Framework for the Future. Proceedings of the Annual Conference of the Association of College Unions-International (65th, San Diego, California, March 24-27, 1985).
Association of College Unions-International, Bloomington, IN.
PUB DATE- 86
NOTE- 157p.
AVAILABLE FROM- Association of College Unions-International, 400 E. Seventh St., Bloomington, IN 47405 ($20, nonmembers; $10 members).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Stores; *College Students; Employment Practices; Extracurricular Activities; Higher Education; Marketing; Mentors; Minority Groups; Outdoor Activities; Personnel Policy; *Program Administration; Recreational Facilities; *Staff Development; *Student Development; *Student Unions
IDENTIFIERS- *College Unions International

Proceedings of the 1985 conference of College Unions-International cover college union staff development, better management, and student development. Paper titles and authors are as follows: "Leadership and the One-Minute Manager" (Kenneth Blanchard); "Current Legal Issues in Personnel" (Donna Colianni); "Congruence Measures as a Medium for Structuring the Art of Compromise" (William C. Edwards, David Laubersheimer); "A Competency-Based Model: Assessing the Level of Multicultural Awareness in Staff and Volunteers" (Patrice A. Coleman); "Successful Practices in Recruiting Minority Staff" (Ron Loomis); "Effective Staff Development in a Small Organization" (Janice Panting); "A 10,000 Mile Professional Development Scheme" (Cleo Bash); "Power and Passion in the Work Place" (Roger Conway); "Blueprints for Better Management" (Jack Laughery); "Generating Revenue through Retail Operations" (Thomas M. Keys); "Effective Conference Recruitment" (John W. Corker, Doug Daggett); "Computerized Reservations Systems" (Elihu Welber, Sherry Nefford, et al.); "Legal Liability Issues in Higher Education" (Martin Block); "Introduction to Collegiate Licensing" (Jack Revoyr); "Systematic Union Research as a Means of Creating Change" (David M. Hubler, William E. Sedlacek); "Madison Avenue Marketing for the '80s College Union" (Patrick A. Connors); "Task Force on Student Development: A Practical Approach for an International Association" (Randy Donant, Cyn Cherrey, et al.); "High Touch for High Techies: The Basics of Developmental Theory" (B. Molitor, Richard Melton); "Promoting Student Development through a Mentoring/Transcript Program" (Thomas J. Cosgrove); "Creating the Teachable Moment in the Union Setting" (James W. Lyons); "Planning Format to Encourage Cocurricular Activities" (Ray Moody); "Synopsis of Developmental Theory" (Rod Neubert); "Experiential Learning and Outdoor Programs: An Exploration of Goals and Directions" (Bill Proudman); "Women and Outdoor Programs" (Patti Picha, Colette Berge); "Outdoor Programming as a Vehicle for Treating the College Substance Abuser" (Ken Macdonald); "The Leisure Needs of College Students" (William Rizzo); "Assessment and Redesign of the Physical Environment in Support of Student Development" (James H. Banning, Manuel R. Cunard); "Enhancing the Union Board Experience" (James R. Reynolds); "Blueprints for a Better Future in Education" (Ruth Love); "Today's Changing Values and the Challenge to Union Management" (Brooke Warrick); "Building a Multicultural Environment in Higher Education" (Eloy Chavez, Jan Carlson); "Our Public Image and Our Private Beliefs" (David E. Johnson, Stephen J. Nelson); "Homophobia and Heterosexism in the College Union" (Michael J. Ellis); and "Student Retention and the Use of Campus Facilities (Brent Mallinckrodt, W. Sedlacek). Minutes of the 1985 annual business meeting and information on the association are included. (SW)

ED 272 063 HE 019 485

CBA Student Loan Survey Summary, 1986.
Consumer Bankers Association, Arlington, TX.
PUB DATE- 86
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Banking; Budgets; Capital; *College Students; Credit (Finance); *Financial Services; Higher Education; Student Financial Aid; *Student Loan Programs; Surveys
IDENTIFIERS- *Guaranteed Student Loan Program

A survey on the Guaranteed Student Loan Program (GSL) was conducted in 1986 by the Consumer Bankers Association (CBA). Responses by 103 member institutions provided information on student loan operations, the student lending climate, and proposed amendments to the GSL program. Institutions were divided into four asset categories. The larger institutions, as measured by asset size, made the bulk of student loans. Of those institutions under $500 million in assets, 17 made $33.95 million in student loans during 1985; 21 institutions with between $500 million and $1.5 billion in assets made $62.09 million in GSLs; for institutions between $1.5 billion and $5 billion, 21 indicated they had made GSLs for a combined total of $370.52 million. The 32 institutions with assets above $5 billion made $1,657.62 million in student loans. Eighty-three of the respondents ranked the relative net profitability of student lending activities compared to other consumer installment loan products. A significant adverse impact on the GSL program from the recently enacted Gramm-Rudman-Hollings balanced budget amendment was identified; 60% of respondents indicated that they would be adversely affected by the measure. Information was also obtained on advertising of GSLs, loan management, and default prevention practices. (SW)

ED 272 077 HE 019 516

Ryans, Cynthia C.; Shanklin, William L.

Strategic Planning, Marketing & Public Relations, and Fund-Raising in Higher Education: Perspectives, Readings, and Annotated Bibliography.

REPORT NO.- ISBN-0-8108-1891-4
PUB DATE- 86
NOTE- 280p.
AVAILABLE FROM- Scarecrow Press, Inc., 52 Liberty Street, P. O. Box 656, Metuchen, NJ 08840 ($20.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Administrator Role; Annotated Bibliographies; *College Planning; College Presidents; Continuing Education; Cooperative Education; *Fund Raising; Higher Education; *Institutional Advancement; *Marketing; Program Evaluation; *Public Relations; Selective Colleges; Trustees
IDENTIFIERS- *Strategic Planning

Perspectives on college and university strategic planning, marketing and public relations, and fund-raising are offered. Also included are previously published journal articles by experts in this area, annotated bibliographies of books and journal articles on these subjects, author/title and subject indexes, and a directory of publishers. Three essays on strategic planning, marketing and public relations, and fund-raising are presented. The previously published articles and authors are as follows: "A Strategic Approach to Marketing a University" (Peter Doyle, Gerald D. Newbould); "Product Portfolio Diagnosis for U.S. Universities" (Gerald D. Newbould); "Don't Plan on Business as Usual" (William L. Shanklin); "Embraceable U's" (Abby Livingston); "Applying Good Sense to Marketing" (William A. Keim); "The PR Pro's Roadtest" (Fred Gehrung); "Marketing and Selective Admissions" (James C. Blackburn); "Marketing Continuing Education with Effectiveness and Integrity" (Donald Shandler); "Public Relations Ideas for Cooperative Education" (Roger B. Wadsworth); "Presidents Must Make Fund-Raising Work" (Wayne Anderson); "Test Yourself! Use This Checklist to Assess the Strengths and Weaknesses of Your Fund-Raising Operation" (Charles H. Webb); and "Trustees and the Fund-Raising Role: Facing the Hard Truth" (Fisher Howe). (SW)

ED 272 090 HE 019 531

Fleming, James S.
Academic Influences on Self-Esteem in College Students.
PUB DATE- Apr 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; *College Students; Higher Education; Interpersonal Competence; *Mathematics Skills; Peer Groups; Physical Characteristics; Self Concept; *Self Concept Measures; *Self Esteem; Self Evaluation (Individuals); *Verbal Ability
IDENTIFIERS- Confirmatory Factor Analysis; Hierarchical Facet Model of Self Concept

Shavelson's hierarchical facet model of self-concept was used with a sample of 158 college students, using a revision of Fleming's Self-Rating Scales (SRS). It was hypothesized that six factors would be identified in exploratory analysis corresponding to six SRS scales: self-regard, social self-esteem, physical appearance, physical abilities, verbal abilities, math abilities. First- and second-order confirmatory factor analyses offered further support for both the hierarchical model and the SRS. No significant sex differences in scale means were found. Academic influences on self-esteem were viewed in terms of Marsh's internal-external frame of reference hypothesis, which predicts positive paths from verbal and math abilities measures to verbal and math self-concept (SC), respectively, but negative paths from verbal abilities to math SC and from math abilities to verbal SC. The positive paths are due to external comparisons, which are peer-referenced, whereas the negative paths are due to self-referenced, internal comparisons. Results are seen as supporting the frame of reference hypothesis. (Author/SW)

ED 272 103 HE 019 550

College and University Opening Fall Enrollment, New York State, Fall 1985.

New York State Education Dept., Albany. Information Center on Education.

PUB DATE- 85
NOTE- 15p.
AVAILABLE FROM- New York State Education Department, Information Center on Education, Albany, NY 12234.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Attendance; *College Students; Comparative Analysis; Credit Courses; *Enrollment Trends; Full Time Students; Graduate Students; *Higher Education; Part Time Students; Private Colleges; Professional Education; Proprietary Schools; State Colleges; Undergraduate Students
IDENTIFIERS- *New York

College and university opening fall 1985 enrollment data for New York State are presented, with statistical tables providing degree-credit enrollment for specific institutions, as well as for various institutional classifications. In addition enrollment trend data are included by sector for fall 1975 to fall 1985. Degree-credit enrollment data are provided for full- and part-time undergraduates, first-professional, graduate students, and for all students. This information is presented for specific institutions and for the following institutional groupings: total state, total public, State University of New York, City University of New York, independent, proprietary, two-year, four-year and higher, and graduate only. Data are also provided for categories within the sector (e.g., university colleges, health science centers). The trend data cover the following institutional types: independent, proprietary, state university, city university, and total state. (SW)

ED 272 117 HE 019 576

Cross, K. Patricia
Adult/Continuing Education.
Association for the Study of Higher Education.
PUB DATE- 86
NOTE- 18p.; Prepared as part of the ASHE-ERIC Clearinghouse for Course Syllabi in Higher Education. For related documents, see HE 019 577-593. Some pages contain light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Development; *Adult Education; Adult Learning; Aging (Individuals); *Continuing Education; *Course Content; *Course Descriptions; Course Organization; Curriculum Development; Gerontology; Graduate Study; Higher Education; Marketing; *Postsecondary Education as a Field of Study; Teaching Guides
IDENTIFIERS- *ASHE ERIC Higher Education Course Syllabi Project; Rutgers the State University NJ

Patterns that emerged from reviewing course syllabi on adult and continuing education are discussed, and a sample syllabus is presented. These courses are offered as part of graduate level studies in the field of higher education administration. Seventeen professors provided syllabi from 43 courses taught at 9 universities. Modest agreement on course titles was found. Subject matter of courses and the frequency of each category were as follows: introductory and survey courses (9), program planning and marketing (7), adult learning (7), organization and administration (5), aging/gerontology (3), adult development (2), research methods (2), international (2), and other (6). There was little consensus on what constitutes a basic reading list. A total of 45 textbooks and required readings were listed. The four most frequently used books, their authors, publishers, and publication dates are identified. No book emerged as a "definitive" overview of adult and continuing education. A large number of the books were recently published, suggesting that adult education is a field of growing interest and/or that adult education professors are keeping current with the latest scholarship in the field. Overall, there appeared

to be little consensus on what constitutes a base of knowledge of adult education. A sample syllabus from Rutgers University is presented. A list of members of the course syllabi network is included. (SW)

ED 272 130 HE 019 591

Schuster, Jack H.
Public Policy.
Association for the Study of Higher Education.
PUB DATE- 86
NOTE- 31p.; Prepared as part of the ASHE-ERIC Clearinghouse for Course Syllabi in Higher Education Project. For related documents, see HE 019 576-593.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Course Content; *Course Descriptions; Course Organization; Curriculum Development; *Educational Policy; Federal Government; *Government School Relationship; Graduate Study; Higher Education; *Policy Formation; *Postsecondary Education as a Field of Study; *Public Policy; State Government; Teaching Guides
IDENTIFIERS- *ASHE ERIC Higher Education Course Syllabi Project; University of Chicago IL; University of Michigan

Patterns that emerged from reviewing 12 syllabi for courses on public policy in higher education are discussed, and two sample syllabi are presented. The syllabi had wide-ranging differences in concept and content. While some of the courses dealt exclusively with higher education public policy, others merely touched on that topic (e.g., overview courses that include a public policy segment as one of many topics). Several syllabi conceptualized the politics of higher education as encompassing the processes of policy-making (or decision-making) that take place in both internal and external settings. Reading materials on higher education policy are identified and organized into three categories: public policy matters specific to higher education, the policy-making process in more generic terms, and some general references or guides that can be useful to the student. It is suggested that unpublished materials may serve as useful instructional/learning resources (e.g., legislative committee reports, public officials' speeches, and court decisions). Two syllabi are included: Higher Education and the Federal Government, used at the University of Chicago; and State Government-Higher Education Relationships, used at the University of Michigan. A list of members of the course syllabi network is included. (SW)

ED 272 144 IR 012 195

Heuston, Dustin H.

Some of the Critical Issues in Introducing Computer Technology into Schools.

WICAT, Inc., Orem, Utah.

PUB DATE- Jan 85

NOTE- 42p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Change Strategies; Computer Assisted Instruction; Computer Assisted Testing; Curriculum Development; Delivery Systems; *Educational Planning; Elementary Secondary Education; Information Networks; *Instructional Innovation; *Microcomputers; *Program Implementation; *Purchasing; Technological Advancement

This paper discusses some of the significant issues that school districts, superintendents, principals, board members, and faculty will have to face in the acquisition and implementation of educational hardware and software. Strengths and weaknesses of various computer configurations are presented and it is suggested that the use of professional systems is probably the best choice for school districts if they wish computers to have a serious instructional impact. It is also suggested that if school districts are not careful in their planning, purchasing, and implementation strategies, there may be a backlash against computers before their real advantages and strengths are understood. It is pointed out that behind the choice of the hardware systems and vendors is a deeper issue that educators must understand, i.e., the advent of computer technology will allow for extraordinary contributions to the advancement of education since computers will help improve the educational delivery system. A large portion of the discussion focuses on the concept of delivery systems and examples from the experience of the WICAT Education Institute's research school--the Waterford School--illustrate the use of a professional system. Current research is also discussed, particularly research on testing, which will allow new kinds of contributions to be made to the learning and testing processes. The paper concludes with short discussions of several important issues regarding instructional

computing that school districts should consider. (JB)

ED 272 158 IR 012 211

Scientific and Technological Information for Development. Proceedings of the Ad-hoc Panel of Experts on Information Systems for Science and Technology for Development (Rome, Italy, January 21-25, 1985).

United Nations, New York, N.Y.

PUB DATE- 85

NOTE- 213p.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Developing Nations; *Global Approach; *Information Networks; *Information Services; *Information Systems; International Cooperation; Program Descriptions; *Scientific and Technical Information; Trend Analysis

The report of the ad-hoc panel and the 25 papers in these proceedings cover a wide spectrum of issues and perspectives relating to information systems, services, and networks at both the national and international levels. The first part of this six-part volume presents the panel's report, which reviews the history of the panel and its purpose and summarizes its considerations of concepts and issues; the existing situation and needs of national information systems; the impact of trends in information collection, processing, and dissemination; the nature of information requirements; and international linkages and the establishment of a global information network. The second part includes three papers on concepts and issues, terminology definitions, and an overview of issues relating to a United Nations global referral network. The 11 papers in the third section provide a broad view of the status of scientific and technical information activities in developing countries and descriptions of national and regional experiences in Egypt, Jamaica, India, Hungary, Honduras, the Socialist Republic of Romania, Kuwait, Ghana, Mexico, and Africa. Part 4 includes four papers which examine problems and trends, including constraints on the flow of scientific and technological information, availability of U.S. public and private databases and services in developing countries, development of an information infrastructure, and low-cost satellite communications. The fifth part includes two papers: one on priorities in a global network and the other on problems and prospects of networking in technological information in Asia and the Pacific. The final part provides five descriptions of experiences of the organizations of the United Nations system and other institutions. Lists of panel participants and abbreviations are appended. (THC)

ED 272 172 IR 012 231

Guideline on Software Maintenance.
National Bureau of Standards (DOC), Washington, D.C.
REPORT NO.- FIPS-Pub-106
PUB DATE- 15 Jun 84
NOTE- 24p.; Federal Information Processing Standards Publications. For a related report, see ED 243 471.
AVAILABLE FROM- National Technical Information Service, U.S. Department of Commerce, Springfield, VA 22161.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reference Materials - General (130)
DESCRIPTORS- Computer Oriented Programs; *Computer Software; *Federal Government; Government Publications; *Information Processing; Public Agencies; *Standards
IDENTIFIERS- *Software Design; *Software Maintenance

Citing a need for a strong, clearly-defined approach to software maintenance, this report emphasizes the importance of maintenance throughout the life cycle of a software system. It also stresses the need to plan, develop, use, and maintain a software system with future maintenance in mind. The report presents guidance for controlling and improving the software maintenance process and includes suggested criteria for deciding whether continued maintenance of a software system is justified. It concludes that an organization's software maintenance efforts can be improved through the institution and enforcement of software maintenance standards and techniques. A glossary of technical terms, a list of supporting ICST (Institute for Computer Sciences and Technology) publications, and a list of suggested additional readings are included. Appendices provide information on the software maintenance process; how to decide whether to continue maintaining a system; and software maintenance tools. The guidelines are intended for use by both managers and maintainers. A glossary and two brief lists of reports are provided. (THC)

ED 272 187 IR 012 313

Gray, Peter J.
Microcomputers: Communication Software. Evaluation Guides. Guide Number 13.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 13p.; A product of the Research on Evaluation Program.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Networks; *Computer Software; Databases; *Data Processing; Electronic Equipment; Electronic Mail; *Evaluators; Information Needs; Information Retrieval; *Microcomputers; Online Systems
IDENTIFIERS- *Modems

This guide discusses four types of microcomputer-based communication programs that could prove useful to evaluators: (1) the direct communication of information generated by one computer to another computer; (2) using the microcomputer as a terminal to a mainframe computer to input, direct the analysis of, and/or output data using a statistical analysis program; (3) searching large databases maintained on a mainframe computer; and (4) using a microcomputer to send and receive personal messages. The key characteristics of telecommunications are discussed and 11 important telecommunications terms are defined. Additional topics addressed include: software typically used for telecommunications; the hardware required, i.e., a modem and interface; primary characteristics to look for in a modem; choosing the right telecommunication system; key characteristics of networking; considerations regarding multi-users systems; and basic system costs. It is noted that a multi-user system includes these five components: the hardware; the interface; the master controller (either a chip on the expansion card, a hard disc drive, or a dedicated computer); the system server; and the wiring to connect the system parts. Evaluators are cautioned that, while multi-user and networking systems are very appealing, at the present time they are not realistic because of copy protection procedures used by most software companies and the cost of multi-user versions of software. A list of references is provided. (JB)

ED 272 201 IR 051 575

Accreditation: A Way Ahead. "To Explore Procedures and Guidelines for Participation of a Variety of Associations in the Accreditation of Programs of Library and Information Science Education."

American Library Association, Chicago, Ill. Committee on Accreditation.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; Higher Education; Information Science; *Institutional Cooperation; *Library Education; Position Papers; *Program Evaluation
IDENTIFIERS- American Library Association

To involve other professional and educational groups in the accreditation process of educational programs in the field of library and information science, for which the American Library Association (ALA) has current responsibility, this project developed specific recommendations with respect to the following needs: (1) to effect procedures and inter-organizational arrangements that will provide the basis for participation of multiple societies; (2) to establish guidelines by which the specific interests and concerns of each participating society will be recognized in the accreditation process; and (3) to revise as necessary the 1972 Standards for Accreditation, which provide the current basis for evaluation of programs. The report consists of eight chapters and four appendices. The first chapter is an executive summary, intended to serve not only as an introduction but as a free-standing document in itself, suitable for communication of the results to a large audience. The second chapter is a background paper describing the current accreditation process and the role of the ALA Committee on Accreditation. Chapters 3 and 4 are concerned with procedural issues related to organizing and financing the accreditation process in the context of the involvement of multiple professional societies. Chapters 5 through 8 are concerned with substantive issues involved in the evaluation of educational programs in the field, with emphasis on the interests of participating societies. The appendices contain the 1972 accreditation standards, a table showing accredited programs from 1925 to March 1986, a bibliography of relevant documents, and listings of participating societies and people who donated their energies to this project. (THC)

Kennedy, Gail A.; Lach, Michael J., Jr.

Barcoding of Collections in ARL Libraries. SPEC Kit 124.

Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- May 86
NOTE- 137p.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue, NW, Washington, DC 20036 ($20.00; subscription to series available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Automation; *Library Collections; *Library Materials; Library Research; *Library Surveys; Program Descriptions; Research Libraries
IDENTIFIERS- Association of Research Libraries; *Barcoding

The process of identifying items in a library's collection by assigning to each a unique machine readable code has been generally referred to as barcoding. Barcoding is often one of the first critical projects a library will embark upon in the process of automation. This Systems and Procedures Exchange Center (SPEC) kit addresses many of the major issues and problems in barcoding by reviewing the experiences of Association of Research Libraries (ARL) member libraries that have undertaken barcoding projects. The kit is based on a comprehensive survey of 88 ARL members conducted in early 1986. Libraries selected to participate were those that indicated in the Office of Management Studies Automation Inventory that they were either modifying or planning automated circulation systems, or that their systems were operational. Extensive survey results are provided in the kit as are 12 documents dealing with preliminary considerations for barcoding, 19 documents describing barcoding projects, 1 example of ongoing procedures, 8 barcoding project summaries, and a list of selected references. (THC)

ED 272 230 JC 860 411

Minckley, Barbara B., Ed.; Walters, Mary Dale, Ed.
Defining Competencies for Associate Degree Nursing Education and Practice. Proceedings of the Midwest Regional Conference on "The Associate Degree Nursing--Facilitating Competency Development" Project (Chicago, Illinois, March 10-11, 1983).
Midwest Alliance in Nursing, Inc., Indianapolis, IN.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
REPORT NO.- ISBN-0-942146-06-9
PUB DATE- 83
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Associate Degrees; Community Colleges; *Competency Based Education; Educational Improvement; Education Work Relationship; *Minimum Competencies; *Nursing; *Nursing Education; Two Year Colleges

Focusing on "Associate Degree Nursing--Facilitating Competency Development," a 3-year project sponsored by the Midwest Alliance in Nursing (MAIN) to explore and recommend ways of strengthening Associate Degree Nursing (ADN) education and service, these proceedings contain papers by individuals involved with the development of the project and those who have been involved in implementing competency-based education (CBE) in ADN programs. The proceedings contain: (1) "Background on 'ADN--Facilitating Competency Development' Project," by Barbara J. Lee; (2) "Role of MAIN in the Regional ADN Competencies Project," by Barbara B. Minckley; (3) "The Current State of Affairs: Competency for ADN Graduates in Nursing Service Agencies," by Kate D. Schejbal; (4) "Competency-Based Education as a Curriculum Process," by Mary E. Broderick; (5) "ADN--Past, Present, and Future," by Elsa L. Brown; (6) "Collaboration with Nursing Service to Assure a Smooth Transition of ADN Graduates into Practice," by Charlotte Tracy; and (7) "Collaboration--Among All Levels of Nursing Education and Nurse Employers," by Peggy L. Primm. (AYC)

ED 272 244 JC 860 436

College Annual Reports, 1984-85. Volume 1: Narrative Descriptions.
Los Angeles Community Coll. District, Calif.
PUB DATE- Jan 86
NOTE- 168p.; For volume 2 of this report, see JC 860 437.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; College Administration; *College Planning; College Programs; College Role; Community Colleges; *Educational Finance; *Institutional Characteristics; Institutional Evaluation; *Multicampus Districts; Program Descriptions; Self Evaluation (Groups); Student Personnel Services; Two Year Colleges

This annual report presents narrative descriptions of the achievements realized and the problems encountered during 1984-85 by the nine colleges of the Los Angeles Community College District. First, a district overview highlights the imposition of a $50 fee, funding and enrollment declines, vocational instruction growth and development, recruitment drives, and transfer programs that have had impacts on the individual campuses and the system as a whole. Next, narrative reports are presented for Los Angeles City College, East Los Angeles College, Los Angeles Harbor College, Los Angeles Mission College, Los Angeles Pierce College, Los Angeles Southwest College, Los Angeles Trade-Technical College, Los Angeles Valley College, and West Los Angeles College. Each individual college report includes information on: (1) the college's mission, functions, and goals; (2) instructional programs; (3) instructional support and student support services; (4) community services; (5) administration and planning; (6) administrative/fiscal services; and (7) personnel services. (EJV)

Warfield, Deborah
Florida Keys Community College's College Reach-Out Program.
Florida Keys Community Coll., Key West.
PUB DATE- 9 Oct 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; *Black Students; Community Colleges; Educationally Disadvantaged; *Junior High School Students; *Minority Groups; *Outreach Programs; Program Costs; Program Descriptions; Program Development; School Community Relationship; *Student Recruitment; Two Year Colleges

Because of its Reach-Out Program, Florida Keys Community College (FKCC) has been successful in recruiting black high school students to achieve its highest proportion of racial parity in first-time-in-college enrollments (i.e., 5.2%). Through its Eighth Grade Visitation Program, High School Recruitment Program, and other components, the Reach-Out Program has attempted to: (1) identify students who do not realize the value of postsecondary education; (2) counsel/advise students and parents through the Financial Aid Awareness Seminar, College Visitation Day, and Eighth Grade Visitation Program, as well as the FKCC slide show; (3) provide supplemental instruction in study skills through the publication of "Your Quick Guide to Success in College"; and (4) offer instruction on the relationship between learning skills and economic/social mobility in mini-lectures presented during the Visitation Program and College Visitation Day. This report on the Reach-Out Program includes a summary of 1984-85 activities; descriptions of each aspect of the program; and the program proposal narrative. (LAL)

ED 272 274 PS 015 904

Guide to Accreditation by the National Academy of Early Childhood Programs.

National Association for the Education of Young Children, Washington, D.C.

REPORT NO.- ISBN-0-912674-93-8
PUB DATE- 85
NOTE- 226p.
AVAILABLE FROM- National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786 (NAEYC #16, $37.00; Discount on quantity orders).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accreditation (Institutions); Classroom Observation Techniques; Curriculum Evaluation; *Early Childhood Education; Personnel Evaluation; Physical Environment; *Program Descriptions; *Program Validation; Questionnaires; *Self Evaluation (Groups)
IDENTIFIERS- *National Academy of Early Childhood Programs

Intended for use with "Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs," this guidebook is designed to help early childhood educators in their progress through the process of program accreditation by the National Academy of Early Childhood Programs. Provided are (1) instructions and materials for conducting an in-depth self-study of an early childhood program, including sample copies of the Early Childhood Classroom Observation, Administrator Report, Staff Questionnaire, and Parent Questionnaire that are used during the self-study and in reporting findings; (2) a copy of the Program Description that is used by programs to report their compliance with criteria to the Academy; and (3) a description of the validation process and the accreditation decision. Section 1 provides an introduction to the guide. Section 2 offers directions for conducting a self-study. Section 3 focuses on the use of the classroom observation form. Section 4 guides the completion of the administrator report and center profile. Sections 5 and 6, respectively, give directions for using the staff and parent questionnaires. Sections 7, 8, and 9 concern the preparation of the program description, preparation for the validation visit, and aspects of the accreditation decision. Related reference materials are cited in the bibliography comprising Section 10. (RH)

ED 272 289 PS 015 920

Munro, Joyce Huth

"I'm Taking Notes." Reactive Analysis of Doing Ethnography in a Child Care Program.

PUB DATE- 84
NOTE- 19p.; This study is based on research conducted for Ph.D., Vanderbilt University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Day Care; Early Childhood Education; Educational Anthropology; *Ethnography; *Participant Observation; *Research Methodology
IDENTIFIERS- Ethnomethodology

This essay is a history of the process of completing an ethnographic study in a child care setting. It presents reflections on entering the field site, keeping field notes, and analyzing data. An exploratory study of a group of preschool children led to the selection of qualitative methods and clarified the theoretical basis for research. In completing the formal study, triangulated methods of participant observation, interviewing, and record and contextual analysis were used. The use of ethnomethodology to explore events themselves led to a dual analysis of theoretical propositions and empirical data in which theory provided a frame of reference for conducting field study and observation-based findings led to theoretical reorganization. These methods proved to be appropriate for the setting and for the sociological data collected. The role of participant-as-observer was manageable by adopting a passive attitude as adult-without-authority. The children responded to the presence of a researcher with mild curiosity. Their level of interest was evaluated reactively at the conclusion of observation. The analysis of data proceeded steadily through three phases and culminated in the full description of typologies and strategies used by the preschool children. The interpretive process of ethnographic methodology was valuable in constructing detailed, contextual information about children's everyday social behavior. (Author/RH)

ED 272 305 PS 015 943

Dunbar, Betty-Jo Armstrong
After-School Programs for School-Age Children and Parents: A Review of the Research.
PUB DATE- 85
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *After School Programs; Children; *Community Role; *Day Care; Demography; *Employed Women; Federal Government; Government Role; Literature Reviews; Mothers; Parent Participation; Parents; Program Effectiveness; School Age Day Care; School Role
IDENTIFIERS- Illinois (Chicago)

Prompted by the lack of federal involvement in extended day programs for elementary school students in Chicago, this literature review presents background information on national after-school programs for school-age children. Discussed are the history of federal involvement in child care, current federal legislation and programs, the participation of state, county, municipal, and local governments, and the role of the local school and community. After-school program models are listed to indicate that various program options are available which could meet the needs of most parents. The reviewed research concerned (1) families of working and nonworking parents, (2) effects of working and nonworking mothers on their children, (3) parental pressure in child care, (4) the relationship of child care to employment, (5) the effectiveness of after-school programs, and (6) the effectiveness of parent education programs. It is concluded that the lack of adult supervision after school for school-age children has not significantly affected children, most parents leave their school-age children in self-care, after-school programs for school-age children have proven to be advantageous, and parent education has been found to produce positive changes within both parent and child. A four-page reference list is provided. (RH)

ED 272 320   PS 015 971

Richards, Merle; Biemiller, Andrew
Project Thrive. Ways and Means: Strategies for Solving Classroom Problems. Volume I.
Ontario Inst. for Studies in Education, Toronto.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-1228-9
PUB DATE- 86
NOTE- 65p.; For volume II, see PS 015 972.
AVAILABLE FROM- Publication Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (No price quoted; will invoice orders over $30.00. Other orders must be accompanied by a check or money order payable to O.I.S.E.).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Problems; *Classroom Techniques; Discipline; *Elementary School Students; Foreign Countries; Grade 1; Grade 2; *Individual Differences; *Interpersonal Competence; Kindergarten; Longitudinal Studies; *Personality; Primary Education; Self Concept; *Student Adjustment; Teaching Styles
IDENTIFIERS- Canada; *Project Thrive

Strategies are delineated for solving elementary school classroom problems. After an introductory chapter, chapter 2 reviews problems cited by 24 kindergarten, Grade 1, and Grade 2 teachers and the strategies chosen as likely solutions to the problems. Strategies later found to be unsuccessful are discussed if they illustrate the nature of the problem or situation described. Strategies and problems concern health, language, motor difficulties, immaturity, active negative behavior toward adults, distrust or passivity toward adults, disruptive behavior, aggressive behavior, bossy or meddlesome behavior, leading and following peers inappropriately, shyness and withdrawn behavior, unhappiness, lack of self-confidence, self-concept, lack of initiative, academic difficulty, miscellaneous problems such as stealing, dependence on peers, oddities or mannerisms of personal behavior, and need for attention, as well as behavioral, academic, and management concerns. Chapter 3 describes whole-class strategies which are

considered suitable for any style of primary classroom. These concern the establishment of a positive and responsive learning environment, managing social problems, ways of dealing with problms caused outside the classroom, classroom discipline, academic routines, self-chosen learning activities in the classroom, developing academic concepts and skills, and meeting the needs of the teacher. Chapter 4 offers conclusions and recommendations. A description of method is appended. (RH)

Kanaskie, Nancy J., Ed.
Poverty in Wisconsin. Proceedings of a Conference (Madison, Wisconsin, November 30, 1983). Population Series 80-3.
Wisconsin Univ., Madison. Applied Population Lab.
SPONS. AGENCY- Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.; Wisconsin Univ., Madison, Univ. Extension.
PUB DATE- Feb 85
NOTE- 229p.
AVAILABLE FROM- Applied Population Laboratory, Department of Rural Sociology, University of Wisconsin, 1450 Linden Drive, Room 316, Madison, WI 53706.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- Census Figures; *Demography; Fatherless Family; Federal Programs; Females; Heads of Households; *Low Income Groups; *Minority Groups; Older Adults; *Poverty; Racial Composition; Rural Population; State Programs; Welfare Recipients; *Welfare Services
IDENTIFIERS- Food Stamp Program; *Impact; Reagan Administration; *Wisconsin

Eight papers presented at a 1-day conference on poverty in Wisconsin are collected in this volume. The first six papers focus on poverty within the state and its effects on particular groups such as women, racial minorities, the elderly, and those in rural areas. The last two papers examine these findings in light of current poverty programs and future policy decisions. The first of two papers by Sheldon Danziger compares poverty in Wisconsin to poverty in the United States as a whole; the second paper examines the rise in poverty using alternative measures. Stephen Tordella's paper reports on poverty among Wisconsin's racial minorities, which accounted for 20% of those below the poverty level in 1979 while making up only 6.5% of the population. Ann Nichols-Casebolt looks at women and poverty, and Patricia Guhleman and Doris Slesinger examine poverty among the elderly. William Saupe and John Belknap discuss Wisconsin's rural poor. The issue of poverty in the context of Wisconsin's relief programs is addressed by Maurice MacDonald's review of the impact of the Reagan Administration's budget cuts on Wisconsin's food stamp recipients and by Mark Rank's and Paul Voss's summary of the characteristics of the state's welfare population. (JHZ)

ED 271 951 FL 015 806

Quan, Cao Anh
Crisis Intervention for the ESL Teacher: Whose Problem Is It?

PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Acculturation; Aspiration; *Crisis Intervention; Culture Conflict; Elementary Secondary Education; English (Second Language); Family Life; *High Risk Persons; Language Teachers; *Refugees; *Stress Variables; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Asians

Stresses confronting Asian refugee students in the United States begin with the flight process itself and include the following: those within the family system (role changes, values, attitudes, and behavior); those related to the home culture (survivor guilt, post-traumatic stress, identity and marginality, and generation gaps); those within the mainstream society (school, work, language and cultural barriers); those related to aspirations (education, career, and family); and those related to high risk groups (single male adolescents, single parents, Amerasians, ex-military, clergy, and elderly). Typically, the initial period of up to a year devoted to meeting basic needs is followed by a period of depression and secondary migration, sometimes occurring much later. Crisis intervention can take several approaches: spiritual, physical (biochemical), and psychosocial. In the refugees' native countries, the teacher played a key social role, and in the United States, a similar role is often ascribed to the teacher of English as a second language. When it is appropriate or necessary for the teacher to intervene, he or she is helped by understanding the process of intervention, some active and passive techniques for cross-cultural treatment, and situational and cultural clues to the problem and its solution. (MSE)

ED 271 966 FL 015 823

Freeman, David; Freeman, Yvonne
Bilingual Learners: How Our Assumptions Limit Their World.
PUB DATE- Mar 86
NOTE- 26p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; *Bilingual Students; Classroom Techniques; Educational Strategies; Elementary Secondary Education; *Learning Processes; *Limited English Speaking; Second Language Learning; *Teacher Attitudes; Teaching Methods

Five common assumptions are held by teachers about learners: (1) adults should choose what children need to learn; (2) oral language must be mastered before written language can be introduced; (3) real, whole language is too difficult for students learning language; (4) language learning is different in different languages, and simultaneous learning will be confusing; and (5) specifically for bilinguals, teaching in English is essential to school success and acculturation. There is research to dispute each of these assumptions. One instructional approach that incorporates recent research and rejects the assumptions is the whole language approach, which integrates all four skills (listening, speaking, reading, and writing), exposes children to language in real, functional contexts, encourages language exploration, and builds on the students' existing linguistic strengths. (MSE)

ED 271 980 FL 015 842

Buckheister, Patrick
Eastern Michigan University's Language and International Trade Program: Overview and Components.
PUB DATE- 85
NOTE- 6p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Second Language Programs; Consortia; *Financial Support; Higher Education; International Educational Exchange; *International Trade; Job Placement; Language Proficiency; Program Descriptions; Program Effectiveness; State Universities
IDENTIFIERS- Eastern Michigan University

The Language and International Trade Program instituted in 1978 at Eastern Michigan University enrolls three-fourths of the university's undergraduate and graduate foreign language and bilingual studies majors and has become the largest business language studies program in the United States. Important program components include an international cooperative education program providing reciprocal placement of foreign and American business students, and an eleven-institution consortial arrangement to help stabilize exchange enrollments. Funding has been provided by the Department of Education (Title VI), the West German government, the Fund for the Improvement of Postsecondary Education, and major foundation and state grants. Language proficiency that allows the student to function in new discourse domains relating to business and trade is a major program goal, which is accomplished through instruction, field experience, and an internationally recognized proficiency testing program. The career placement segment of the program has also been highly successful. Ninety-five percent of graduates have obtained professional positions and 65 percent have obtained positions in international business typically set aside for more senior employees. (MSE)

ED 271 994 FL 015 856

Hansen, Adele G.; Marston, John

Clinically Speaking: ESP for Refugee Nursing Students.

PUB DATE- May 85
NOTE- 33p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Grammar; High Schools; Instructional Materials; Language Skills; *Limited English Speaking; Material Development; *Medical Vocabulary; *Nursing Education; Program Descriptions; *Refugees; Screening Tests; Second Language Instruction; Student Evaluation; *Vocational English (Second Language)
IDENTIFIERS- *Southeast Asians; University of Minnesota

A program designed to provide instruction in specialized English for Southeast Asian and other refugees redeveloping their skills as licensed practical nurses (LPNs) contained two language proficiency tracks and provided language instruction incorporating high school equivalency test practice material in the specialized English course. Technical instructors modified their curricula and classroom presentations to meet the needs of limited-English-proficient students who were also holding full-time jobs. During the program's first year, hours of English instruction were adjusted according to student needs, which were monitored regularly. Other elements in the curriculum include medical vocabulary and its appropriate use, and medical record writing or charting. Over time, the curriculum has been changed to emphasize reading skills, grammar, and speech skills more than originally planned. Special materials have been developed for role-playing, developing language for spatial relationships, passive constructions, relative clauses, description techniques, special procedures, and charting. Problems have included the complexity of communication skills needed by nurses, lack of communication between technical and language instructors, students' limited English proficiency, student impatience with academically-oriented materials, student fatigue, and inadequate tests. Appendixes include the draft of the interview format for the refugee retraining project, an outline of the curriculum, and examples of instructional materials and exercises. (MSE)

ED 272 008 FL 015 870

Holley, John F.

Using Visuals for Variety and Clarity in Commercial German.

PUB DATE- May 85

NOTE- 18p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Business Communication; Charts; Classroom Techniques; *Concept Teaching; Diagrams; *German; Higher Education; Languages for Special Purposes; *Material Development; Second Language Instruction; Student Developed Materials; Teacher Developed Materials; Transparencies; Videotape Recordings; *Visual Aids; *Vocabulary Development

Visual aids can provide a visual context for the mastery of new terminology, helping to make the abstract appear concrete and introducing new approaches to material that can easily become dull and routine. Visual aids can be easy to make, by the instructor alone or with the help of the class, and they can be designed to illustrate concepts introduced in the principal text. The simplest is the transparency, which is useful for projecting charts or diagrams of complex decision ramifications. Paper charts can also be made for posting in the classroom, to remind students of lesson context and reinforce new vocabulary. Videotapes using student actors are easy to make, and these can immediately bring humor to the classroom. Transparency masters, charts, and a videotape script in German are appended. (MSE)

ED 272 022 FL 015 884

Vines, Lois

Motivating Journalism Students to Become Proficient in a Foreign Language: A Two-Year Sequence of Print and Broadcast Media Courses in French and Spanish.

PUB DATE- May 85
NOTE- 19p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Industry; College Second Language Programs; *French; Higher Education; *Journalism Education; *Languages for Special Purposes; *News Media; Publishing Industry; Second Language Instruction; *Spanish; *Student Motivation
IDENTIFIERS- Ohio University

Ohio University's Modern Languages Department designed two sequences of courses in French and Spanish for students in journalism and communication. The six-course programs provide curricula based on print and broadcast media, and stress listening, reading, and speech skills. The program was begun to encourage journalism students to pursue professionally useful language study and to coordinate with the incentive provided by journalism school and language department foreign internships. Enthusiastic support was found in the journalism school, and a federal grant was obtained to implement the program. Other preparations included coordinated scheduling with the journalism program, production of a recruitment brochure, preregistration advising, and participation in precollege orientation. Retention during the program's first year has been good. Instructional techniques use video recordings from satellite transmissions, audio recordings, foreign newspapers and magazines, the computer laboratory, and a review grammar text in a variety of exercises. Guest native speakers and journalists with international experience are also invited to address and participate in classes. The program has been found to a strong student motivator, to have brought visibility to the language department, and to have produced a frutiful collaboration with the journalism school. (MSE)

ED 272 037 FL 016 057

Bellezza, Francis S.; And Others
Ratings of 399 Words on Pleasantness, Imagery, and Familiarity.
PUB DATE- 86
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Higher Education; *Imagery; *Language Attitudes; Lexicology; Rating Scales; *Semantics; *Sex Differences; Surveys; *Vocabulary
IDENTIFIERS- *Familiarity; *Pleasantness

Each of a preliminary sample of 1545 words was rated for pleasantness by 26 to 33 college students. Two hundred seventy-four of those words were selected on the basis of their high or low ratings and, with 125 others, were then rated by additional groups of 62 to 76 college students on five-point rating scales for the dimensions of pleasantness, imagery, and familiarity. The resulting mean ratings were highly correlated with the ratings obtained by other investigators using some of the same words. However, systematic differences in the ratings were found for male and female raters. Females tended to use more extreme ratings on the pleasantness scale and tended to rate words higher on the imagery and familiarity scales. Because of these differences, the mean ratings of each word are presented for males, females, and males and females combined. Whether these sex differences represent cognitive differences between the sexes or merely differences in rating response style can be determined only by further research using this sample of words. An appendix provides the mean ratings of pleasantness, imagery, and familiarity by males and females for 399 words. (Author/MSE)

ED 272 064 HE 019 486

Cope, Robert G.
Management Aids and Procedures for Strategic Planning. Staff Report.
National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- Dec 80
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Administration; College Environment; *College Planning; College Role; *Decision Making; Economic Factors; *Evaluation Criteria; Higher Education; Institutional Mission; Models; *Needs Assessment; Organizational Climate; Political Influences; Prediction; Public Policy
IDENTIFIERS- *Strategic Planning

Management aids required in strategic planning are divided into three categories: (1) assessing the environment, (2) providing a process for reaching decisions, and (3) presenting criteria to evaluate strategic decisions. A model for scanning the environment has four dimensions that concern economic, social, knowledge-technology, and public policy areas. The point of strategic planning is to monitor the educational climate continuously and comprehensively, and scanning the environment helps to identify possible opportunities, such as social problems requiring action and areas of scientific progress. Two techniques for forecasting include probability-diffusion matrices and values profiling. A seven-step group process for decision-making covers: examining institutional mission, describing the institution, determining environmental forces, determining internal forces, identifying strengths and weaknesses, and specifying priorities. Outlines of considerations for each step are provided, and the initial activities of planning and opening a meeting of institutional representatives are covered. Three hypothetical documents that can be used to invite widespread participation and review in the strategic planning process are included. Criteria and a scale to test plans are also presented. (SW)

ED 272 091 HE 019 533

Schifter, Catherine C.
The Phases of Adjustment to Professional Education.
PUB DATE- 16 Apr 86
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; *Dental Students; Egocentrism; Helping Relationship; Higher Education; *Interpersonal Relationship; Peer Relationship; Personal Autonomy; *Professional Autonomy; Professional Development; *Professional Education; Psychological Patterns; *Social Behavior; *Student Adjustment; Student Attitudes; Student Behavior

The effect of a patient care oriented dental school curriculum that integrated the basic sciences with dental and clinical sciences was investigated. The focus was to understand the processes by which entering dental students progress through the first year of the new curriculum and to assess the effect of the curriculum on students' professionalization. The study employed a survey-questionnaire, standardized occupational interest inventory, document analysis, participant-observation, and personal interviews. For 89 students entering dental school in fall 1984, three phases of adjustment to professional education were assessed: development of a class identity, development of mechanisms to cope with uncertainty, and development of independence. Students' awareness that they were experiencing a new curriculum helped develop class identity. Interpersonal relationships developed within the class that were supportive and collegial. Simultaneously, a pattern of independence developed, since the evaluation system discouraged requesting assistance from faculty. As the year progressed and requirements increased, students began to exhibit self-oriented, self-sufficient, Machiavellian behaviors, with a decrease in group support behaviors. They were less humane or other-oriented. A three-page bibliography concluded the document. (SW)

ED 272 104 HE 019 551

Opportunities at Independent Colleges and Universities in New York State through the Higher Education Opportunity Program.

New York State Education Dept., Albany. Bureau of Higher Education Opportunity Programs.

PUB DATE- 86
NOTE- 13p.; This is an updated version of ED 263 809.
AVAILABLE FROM- New York State Education Department, Bureau of Higher Education Opportunity Programs, Albany, NY 12230.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Ancillary School Services; *Developmental Studies Programs; *Disadvantaged; Educationally Disadvantaged; Eligibility; Higher Education; Low Income Groups; *Private Colleges; Program Administration; *Remedial Instruction; *State Programs; Student Characteristics; Student Financial Aid; Tutoring
IDENTIFIERS- *Higher Education Opportunity Programs; *New York

The Higher Education Opportunity Program (HEOP) at New York independent colleges and universities is described. Information is provided on eligibility and admission to a HEOP; remedial and developmental courses; tutorial services; academic, personal, and career counseling; financial aid; and economic eligibility criteria. HEOP provides supportive services and financial aid to New York State residents attending private institutions in the state. In general students in opportunity programs are from low income families. They have high potential to be successful at college, but have not acquired the verbal, mathematical, and other cognitive skills required for collegiate level work. Generally their grades fall in the bottom half of their high school graduating class. They are students assigned to a high school with a poor record for developing students, or have been tracked into a general, commercial, or vocational high school program. Opportunity programs are available for students living in urban and rural areas. The names, addresses, and phone numbers of New York private colleges and universities that have HEOP programs are appended. (SW)

ED 272 173 IR 012 233

Intellectual Property Rights in an Age of Electronics and Information.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

REPORT NO.- OTA-CIT-302
PUB DATE- Apr 86
NOTE- 310p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Audiotape Recordings; Copyrights; Databases; Federal Government; Government Publications; *Government Role; Information Networks; *Information Science; *Information Systems; *Intellectual Property; *Legal Responsibility; Technological Advancement; *Telecommunications; Videotape Recordings

This report examines the impact of recent and anticipated advances in communication and information technologies on the intellectual property system. Focusing primarily on the federal copyright system, it assesses the effectiveness of copyright law as a policy tool in the light of technologies such as audio and videorecorders, computer programs, electronic databases, and telecommunications networks. To provide a comprehensive view, the study examines the intellectual property system from a number of perspectives: the constitutional basis of intellectual property policy; the system's goals, laws, and economics; the creative environment; problems of enforcement; the international context; and the federal role in administering intellectual property rights. In preparing this report, the Office of Technology Assessment (OTA) drew on working papers developed by OTA staff and contractors; the comments of participants at seven OTA workshops held to discuss issues; the results of two public opinion surveys conducted by Yankelovich, Skelly & White; and conversations between OTA staff and more than 130 interested individuals. (THC)

ED 272 217 IR 051 597

Clark, Collin, Ed.
California Library Statistics, 1986. Fiscal Year 1984-1985 Data from Public, Academic, Special, State Agency, and County Law Libraries.
California State Library, Sacramento.
PUB DATE- 86
NOTE- 216p.; For the statistical report and directory for 1980-81, see ED 221 225.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Annual Reports; Interlibrary Loans; Library Circulation; Library Expenditures; *Library Materials; Library Networks; Library Personnel; *Library Services; *Library Statistics; *Public Libraries; *Special Libraries
IDENTIFIERS- *California

This document characterizes libraries in California through statistical tables, profiling each library within the appropriate library type (public, academic and special, academic, special, state agency, and county law). Directory listings are published in a companion volume, California Library Directory. For fiscal year 1984-1985, 990 libraries of an estimated total of 1,200 California libraries returned annual report forms; their responses are reported in this document. Presented in the statistical tables are measures of activities (interlibrary loans borrowed and lent, circulation, total volumes, etc.), income, expenditures, staffing, and collections. These data are organized by library type and area population. Also provided is a state summary of library statistics for fiscal years 1981-82 through 1984-85 which includes total operating expenditures and salaries; library materials; full-time staff equivalents; total volumes; circulation; interlibrary loan borrowing and lending; and total number of reference questions answered during the year. A list of the libraries represented concludes this report. (THC)

ED 272 231 JC 860 412

Minckley, Barbara B., Ed.; Walters, Mary Dale, Ed.
Building Trust Relationships in Nursing. Midwest Alliance in Nursing Program Meeting (Des Moines, Iowa, April 1983).
Midwest Alliance in Nursing, Inc., Indianapolis, IN.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
REPORT NO.- ISBN-0-942146-04-2
PUB DATE- 83
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- College Faculty; *Credibility; *Education Work Relationship; Intergroup Education; *Intergroup Relations; Medical Services; Nurses; *Nursing; *Nursing Education; Postsecondary Education; Teacher Student Relationship; *Trust (Psychology)

Focusing on issues concerning trust relationships within the nursing field, the papers in these proceedings consider relationships between nursing service and nursing education, staff or faculty and nursing administration, rural and urban nursing agencies, and among intercultural nursing groups. The proceedings contain: (1) "Trust: An Idealistic or Realistic Goal?" by Leah L. Curtin; (2) "Dynamics of Trust in Professional Relationships," by Angela B. McBride; (3) "Rewards and Risks of Trust Relationships," by Mary Fuller; (4) "Hospital-Community Nursing Service Relationships," by Ellen Elsbury; (5) "Nursing Staff Organization--Format for Building Trust," by Margretha Rohlfing; (6) "Trust Relationships in Academic Settings," by Mary Wakefield-Fisher; (7) "Cultural Dimensions of Trust," by Madonna Peard; and (8) caucus group discussion reports on trust relationships between staff or faculty and their nursing administrators, between service and education related to the conduct of clinical research, between rural and urban health care institutions, between nursing students and faculty, and trust relationships related to joint appointments. (AYC)

ED 272 245 JC 860 437

College Annual Reports, 1984-85. Volume 2: Technical Information.
Los Angeles Community Coll. District, Calif.
PUB DATE- Apr 86
NOTE- 160p.; For volume 1 of this report, see JC 860 436.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Annual Reports; Attendance Patterns; *Community Colleges; Educational Assessment; Educational Finance; *Educational Trends; Enrollment Trends; *Institutional Characteristics; *Multicampus Districts; School Statistics; Student Characteristics; Student Personnel Services; Trend Analysis; Two Year Colleges; Two Year College Students

Designed as an aid in evaluating the past academic year by summarizing and consolidating college and districtwide information, this annual report provides technical information about the Los Angeles Community College District (LACCD) for 1984-85. After initial sections offer a district overview and data summary, the bulk of the report presents tables and figures focusing on: (1) demographic characteristics; (2) attendance patterns; (3) student and enrollment characteristics; (4) instructional programs; (5) student performance and articulation; (6) student support services; and (7) fiscal and personnel resources. Highlighted findings include the declining numbers of students under 25 and rising numbers of those over 25, a 53.9% female enrollment, and half of the LACCD students reporting their educational goal as transfer to four-year institutions, with 70% of those expecting to complete an associate degree before transferring. (EJV)

ED 272 260 JC 860 452

Roberts, Keith J.
Quantitative Program Evaluation Criteria.
PUB DATE- Sep 86
NOTE- 12p.; Paper presented at the Annual Forum of the European Association of Institutional Research (8th, Loughborough, England, September 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Evaluation Criteria; *Evaluation Methods; Institutional Research; *Program Effectiveness; *Program Evaluation; *Self Evaluation (Groups); Technical Institutes; Two Year Colleges
IDENTIFIERS- *Milwaukee Area Technical College WI

The Research, Planning and Development Office of Milwaukee Area Technical College has developed a program evaluation procedure that quantitatively assesses 13 variables considered to be important indicators of program viability. These variables are used in three separate stages of the program evaluation: program monitoring, in-depth program evaluation, and program reduction/discontinuance. Programs demonstrate their success in terms of their responses to 13 clearly defined criterion questions that can be answered with a simple yes or no answer. In addition each criterion is evaluated on a five point Likert Scale using specific quantitative standards. The evaluation procedure focuses on: (1) enrollment rate; (2) graduation rate; (3) graduate placement in appropriate field; (4) employer requests for graduates; (5) advisory committee recommendations; (6) cost per full-time equivalent student; (7) faculty productivity ratio; (8) relation to the college's mission; (9) needs assessment; (10) physical facilities; (11) equipment; (12) enrollment of female, minority, and handicapped students; and (13) availability of the same program from other agencies. Examples of how these criteria are applied are provided. (LAL)

ED 272 290 PS 015 921

Hudson, Judith A.
A Longitudinal Study of Memory Talk in Mother-Child Conversation.
PUB DATE- Apr 86
NOTE- 11p.; Paper presented at the International Conference on Infant Studies (Los Angeles, CA, April 10-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; *Cognitive Development; *Interpersonal Relationship; Longitudinal Studies; *Memory; *Mothers; *Parent Child Relationship; Parent Influence; *Toddlers
IDENTIFIERS- *Conversation

How various types of repetition influence the development of memory for real-world events was investigated in a naturalistic case study of a 2-year-old's autobiographic memories as revealed in mother-child conversation recorded when the child was between 21 and 27 months of age. Two types of repetition were studied: repeated recall of the same event, and repeated experiences with the general activity of remembering. From the total corpus of conversational data, 75 memories were selected for analysis. Results demonstrate the importance of learning to talk about the past in the development of memory and indicate that individual, autobiographic memories--independently of effects of repetition and rehearsal--are well established at an early age. In repeated conversations about the past, the child was learning how to remember, not what to remember; the structure of remembering was acquired, rather than specific content. (RH)

ED 272 306 PS 015 949

Nelson, Jo Ann N.
The Subjective Experience of Parenthood, Personal Growth, and Ego Development among Mothers and Fathers.
PUB DATE- May 86
NOTE- 34p.; Paper presented at the Annual Symposium of the Jean Piaget Society (16th, Philadelphia, PA, May 29-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Developmental Stages; *Fathers; *Individual Development; *Mothers; *Psychological Patterns; Sex Differences
IDENTIFIERS- Developmental Patterns; *Ego Development; Loevinger (Jane); *Parenthood

This study examined the relationship between level of ego development and parents' self reports of the subjective experience of parenthood. Subjects were 30 mother/father pairs of middle class parents, 10 from each of three phases of the family: families whose oldest children were attending preschool or middle school, or had graduated from high school. Two assessment procedures were used: (1) an individual interview assessed parents' perceptions of the experience of parenthood, and (2) Loevinger's Washington University Sentence Completion Test Form 11-68 for men and women assessed level of ego development. Specifically investigated was the relationship of ego devlopment to response categories of self awareness, valuing interpersonal relationships, individuality, affect, empathy, and insight. With the exception of themes of individuality and empathy, the above categories of response were significantly related to parents' ego development. Other response themes also were identified. Ego level did not appear to increase with family phase. Results demonstrated that mothers and fathers varying in ego development describe the subjective experience of parenthood in qualitatively different ways. It is tentatively concluded, along the lines of Loevinger's model of ego development, that parents' responses to childrearing contain many elements that are a touchstone of ego development. (RH)

ED 272 078   HE 019 517

Biles, George E.; Tuckman, Howard P.

Part-Time Faculty Personnel Management Policies. American Council on Education/Macmillan Series on Higher Education.

American Council on Education, Washington, D.C.

REPORT NO.- ISBN-0-02-903500-7
PUB DATE- 86
NOTE- 175p.
AVAILABLE FROM- Macmillan Publishing Company, 866 Third Avenue, New York, NY 10022 ($24.95).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Affirmative Action; Collective Bargaining; *College Faculty; Contracts; *Employment Practices; *Faculty College Relationship; Faculty Evaluation; Faculty Promotion; Grievance Procedures; Higher Education; *Part Time Faculty; Personnel Management; *Personnel Policy; *Policy Formation; Teacher Employment Benefits; Teacher Responsibility; Teacher Salaries; Teacher Selection; Tenure; Unions

A framework for integrating part-time college faculty into an existing institutional structure is presented. Suggestions are offered on ways that department and division heads can make personnel policies that meet both the part-timer's need for fairness, certainty, and structure, and the college's need for flexibility and order. Policies are recommended to minimize the risks resulting from poorly designed or nonexistent personnel policies for part-timers. Constraints imposed by institutional charters, and by public, private, unionized, and nonunionized status are also addressed. Potential points of conflict between full- and part-time faculty members are identified, as well as the divergent interests of part- and full-timers. Specific considerations concerning affirmative action, compensation, hiring, and promotion include: selection criteria, length of appointment, accruing seniority and access to [illegible]l-time positions, general and fringe benefits, eligibility for [illegible]ure, teaching responsibilities, evaluation of part-timers, due p[illegible]s, grievance procedures, and collective bargaining units for [illegible]-timer faculty. An appendix brings together the essentials o[illegible]art-time faculty handbook, including the college's backgrou[illegible]contractual matters (e.g., appointment, promotion), and adm[illegible]istrative matters. (SW)

ED 272 118 HE 019 577

Everett, Carol L.
College Student.
Brigham Young Univ., Laie, Hawaii. Div. of Communication and Language Arts.
PUB DATE- 86
NOTE- 41p.; Prepared as part of the ASHE-ERIC Clearinghouse for Course Syllabi in Higher Education Project. For related documents, see HE 019 576-593.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Students; Course Content; *Course Descriptions; *Course Objectives; Course Organization; Curriculum Development; Graduate Study; Higher Education; Individual Development; Nontraditional Students; *Postsecondary Education as a Field of Study; Reading Materials; *Student Characteristics; *Student College Relationship; Student Development; Teaching Guides; Textbooks
IDENTIFIERS- *ASHE ERIC Higher Education Course Syllabi Project; New York University

Patterns that emerged from reviewing syllabi for courses on the American college student are discussed, and two sample syllabi are presented. These courses are offered as part of graduate level studies in the field of higher education administration. Five major objectives of courses on the college student are identified. In general, the objective of courses on the college students are to increase understanding of today's American college students by reviewing: demographic data about college students; the changing relationships of students to colleges over the past 15-20 years; the nature of student communities, including nontraditional and minority groups; and the impact of college on students and their sociopsychological development. Demographic trends of interest include age, academic aptitude, race, religion, ethnology, social attitudes, socioeconomic background, and career expectations. Other

specific areas of study include: legal and ethical bases of student control and independence in the American college; types and sources of research and literature on student development theory; and the impact of the college experience on students. Nine readings that were cited most often for use in courses about the college student are identified. Sample syllabi from two institutions are presented. A list of members of the course syllabi network is included. (SW)

ED 272 131 HE 019 592

Morrison, James L.
Research/Evaluation.
Association for the Study of Higher Education.
PUB DATE- 86
NOTE- 12p.; Prepared as part of the ASHE-ERIC Clearinghouse for Course Syllabi in Higher Education Project. For related documents, see HE 019 576-593.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Course Content; *Course Descriptions; Course Organization; Curriculum Development; *Evaluation Methods; Graduate Study; Higher Education; Naturalistic Observation; *Postsecondary Education as a Field of Study; *Program Evaluation; Research Design; *Research Methodology; *Self Evaluation (Groups); Teaching Guides
IDENTIFIERS- *ASHE ERIC Higher Education Course Syllabi Project; Columbia University NY; Ohio State University; Pennsylvania State University; Rutgers the State University NJ; University of North Carolina Chapel Hill

Nine syllabi for courses on research and evaluation in higher education are reviewed. The syllabi fall into four areas: general research design and methods, program evaluation, naturalistic inquiry, and institutional self-study. A course on research design and methods at the University of North Carolina, Chapel Hill, focuses on three basic modes of inquiry and requires students to develop a research proposal using one of the inquiry modes. A University of Arizona course provides students experience with research methods and data collection and allows them to begin formative work on a dissertation proposal. A Rutgers University course describes the sources of control and models for evaluation, self-regulation, accreditation, and institutional licensing processes. Also considered are research design and methods courses at Ohio State University and the University of Michigan; a team-taught research methods course at Columbia University; a research methods course at Pennsylvania State University; a course in naturalistic inquiry in educational administration; two courses in educational program evaluation at the University of North Carolina, Chapel Hill; and a course on institutional research and planning at the University of Michigan. Texts used in the courses are identified. A list of members of the course syllabi network is included. (SW)

ED 272 145 IR 012 196

Martin, Barbara L.
Instructional Media and Aesthetics.
PUB DATE- 18 Jan 86
NOTE- 24p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, NV, January 18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetic Education; *Aesthetic Values; Art Education; Art Expression; Auditory Stimuli; *Instructional Development; Material Development; Music; Teaching Methods; Visual Aids; *Visual Literacy; Visual Stimuli

Designed for professionals who design and develop instructional materials, this paper identifies specific and general strategies that educational technologists can employ in their media productions to enhance aesthetic awareness. A brief overview of aesthetics and aesthetic education is provided, including definitions and various approaches to aesthetic education. The two most notable ways that educational technologists can influence aesthetics in learning situations are then discussed, i.e., the use of visuals and music. Finally, several general strategies for increasing aesthetic appreciation are presented that can be incorporated into any instructional program containing visual and audio components: (1) consistently set goals and objectives that incorporate aesthetics; (2) keep in mind the developmental level of learners and their previous experiences with aesthetics; (3) provide rich, varied, and extensive experiences with a number of art forms; (4) provide role models for students, either by being one, or by using the recognized "greats"; (5) provide opportunities to make and create presentations together with multiple opportunities for exposure to all different levels of quality productions; and (6) teach the techniques of a particular medium to learners who will be producers. Five strategies for using visual media and three for the use of music are also provided. A list of nine references is included. (JB)

ED 272 159 IR 012 212

Curry, Blair; And Others
State Leadership Assistance for Technology in Education (Project SLATE). Final Report. Volume I and Volume II.
Education Turnkey Systems, Inc., Falls Church, Va.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 84
NOTE- 67p.
CONTRACT- 300-82-0179
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Literacy; *Educational Planning; *Educational Technology; Elementary Secondary Education; *Information Technology; Microcomputers; *Policy Formation; Program Evaluation; Public Education; State Agencies; State Boards of Education; *Statewide Planning; Technological Advancement; Telecommunications
IDENTIFIERS- Project SLATE; Software Evaluation

Project SLATE (State Leadership Assistance for Technology in Education) was designed to assist state-level policy makers plan effective uses of emerging electronic learning technology in education within their respective states. In addition to providing custom-designed workshops in 20 states focusing upon state-level priority issues and needs for state policy makers, the project team also provided follow-up assistance and information services throughout the 2-year project. The purpose of this two-volume final report is to identify priority policy issues that have surfaced or are beginning to surface and to discuss alternative federal policy options to assist states in planning over the next few years. The first of two volumes describes the project and discusses general state-level policy trends and the impact of SLATE upon state policy formulation related to the use of technology. The second volume addresses the major policy issues that were identified during the SLATE project, initiatives undertaken by the states, and alternative federal policy options, which if implemented, would appear to facilitate effective planning and use of technology at the state level. Appendices include lists of project advisory group membership, participating states and state coordinators, and 14 letters of appreciation. (JB)

ED 272 188 IR 012 314

St. John, Mark
Service Delivery Assessment Techniques. Evaluation Guides. Guide Number 15.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 13p.; A product of the Research on Evaluation Program.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; *Evaluation Methods; Evaluators; *Human Services; Informal Assessment; Interviews; *Models; Observation; *Program Evaluation; Site Analysis; Workshops
IDENTIFIERS- *Department of Health and Human Services; *Service Delivery Assessment

The Service Delivery Assessment (SDA) model is a human services evaluation tool which offers a viable alternative to more traditional approaches and is appropriate for small local evaluations as well as large national studies. There are five phases to an SDA study: assignment, pre-assessment, design, analysis, and communication of the findings. Assignments are decided by the Secretary of Health and Human Services and the Inspector General, and may request answers to highly specific questions or be quite open-ended. During the pre-assessment period, information is gathered about local conditions, and possible contacts, respondents, and site study settings are determined. Because the primary means of gathering information in an SDA study is the one-to-one personal discussion, the design phase focuses on identifying a wide array of people with whom to talk; in addition, SDA teams observe local conditions and activities during this period. The analysis phase is best described as one of consensus building by iterative steps; as information is gathered, trends and patterns emerge and new information is sought that will verify or repudiate investigators' hunches. The final report includes three different types of information--a description of local activities and conditions, a comparison of conditions with standardized or existing criteria, and the interpretations of the SDA team. Six characteristics of the SDA method are provided, as well as suggestions on when to use this approach. Finally, the evaluation of a teacher training summer institute is described to illustrate the application of the SDA model. Two references are appended. (JB)

ED 272 202   IR 051 576

Branch Library Handbook.
San Diego County Office of Education, CA.
PUB DATE- Jan 86
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Board of Education Policy; *Branch Libraries; Elementary Secondary Education; *Learning Resources Centers; *Library Materials; Library Planning; *Library Services; *School Districts; *School Libraries
IDENTIFIERS- *San Diego County Office of Education CA

Intended to streamline communications between the School Library Service in the San Diego County Office of Education and the schools it serves, this handbook is a technical publication of policies and procedures for the operation of branch libraries in contracting school districts. It directly supports the philosophy and concepts of a library media center, namely, that (1) its programs should be relevant in meeting student interests, goals, and abilities; (2) it should be a vital factor in the school's curriculum; and (3) it should be both a "force and source" for motivating learning. The handbook includes the following sections: (1) School Library Service; (2) Supplementary Materials and Programs; (3) Preparing for a Branch Library; (4) How the Branch Library Works; (5) Inventory; (6) Whom To Call for Services; (7) Professional Resources; and (8) Sources for Library Supplies. An index is included. (THC)

ED 272 275 PS 015 905

McGarvey, Linda; And Others
Microcomputer Use in Kindergarten and at Home: Design of the Study and Effects of Computer Use on School Readiness.
PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Class Activities; *Cognitive Development; Home Programs; *Kindergarten Children; *Microcomputers; Primary Education; *School Readiness; Student Motivation

The purpose of this study was to systematically examine the cognitive and social effects of the use of microcomputers with kindergarten children in the school and at home. Three schools received microcomputers for use in kindergarten classrooms and each student in one of the classrooms was provided a PCjr and educational software to use at home. Software used by the children consisted of games, simulations, and drill and practice programs that coincided with the goals of the kindergarten curriculum. Two additional schools served as control groups. It was hypothesized that computer-using classrooms would make larger academic gains than the other classes. It was also expected that the home use group would gain more than the classroom use only group. The impact of the use of microcomputers was assessed by a criterion referenced pre- and post-test based on the objectives of the school district's kindergarten curriculum guides. The test included subsections concerning reading readiness, mathematics, Piagetian cognitive operations, and keyboard knowledge. Findings indicated that the use of microcomputers in the classroom facilitated the acquisition of school readiness skills. When supplemented by concurrent computing activities at home, academic gains were even greater. No indication was found that computing experiences interfere with the normal cognitive development of preschoolers, and no gender-related differences in cognitive gains achieved were found. (RH)

Biemiller, Andrew; Richards, Merle
Project Thrive. Individualized Intervention to Foster Social, Emotional and Self-Related Functions in Primary Programs. Volume II.
Ontario Inst. for Studies in Education, Toronto.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-1229-7
PUB DATE- 86
NOTE- 129p.; For volume I, see PS 015 971.
AVAILABLE FROM- Publications Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (No price quoted; will invoice orders over $30.00. Other orders must be accompanied by a check or money order payable to O.I.S.E.).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Problems; *Classroom Techniques; *Elementary School Students; *Evaluation Methods; Foreign Countries; Grade 1; Grade 2; Identification; *Individual Differences; Interpersonal Competence; Kindergarten; Longitudinal Studies; Primary Education; Rating Scales; *Student Adjustment; Tables (Data); Teaching Methods; Teaching Styles
IDENTIFIERS- Canada; *Project Thrive

The purposes of this longitudinal study were to examine techniques whereby kindergarten, Grade 1, and Grade 2 teachers might become more aware of differences in children which affect their performance and behavior, and to develop with teachers ways of accommodating classrooms to children and vice versa. Participants were 24 teachers from four school boards differing in locale served and in school sponsorship. Formal measures used included achievement tests, teacher ratings, classroom observations, and interviews. Data analysis revealed which teacher rating scales were strongly associated with tested academic skills, what combinations of teacher-rated characteristics were best associated with test scores, and relationships between "thrive" rankings and other variables. Additionally, 20 types of classroom problems were identified and categorized as involving constitution, non-social skills and behavior, self-direction and self-confidence, emotional functioning, and miscellaneous. Ratings did not predict specific problems, but only the incidence of problems in general. A total of 22 types of strategies were used by teachers to deal with problems they identified. Teachers' strategies were not associated with specific types of problems, suggesting that preventive techniques or "early identification" may be less useful than careful attention to individual children's current functioning and immediate situation. Appendixes, which take up more than half the document, contain statistical tables and tables giving percentages of straregy applications per problem by grades and by board. (RR)

Stevens, Joe B.
Crime and Crime Prevention. Community Services.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
REPORT NO.- WRDC-28
PUB DATE- Dec 85
NOTE- 15p.
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Community Satisfaction; Comparative Analysis; *Crime; *Crime Prevention; Law Enforcement; *Local Issues; Opinions; *Place of Residence; *Police; Political Issues; Rural Areas; Rural Urban Differences; Safety; Security (Psychology); Victims of Crime
IDENTIFIERS- Oregon

Focusing on law enforcement agents and taxpayers at the local level, this two-part report examines facts about crime in the United States and reports results of a survey conducted to determine attitudes about crime and police protection. Part One presents facts and issues related to types of crime, crime statistics, the extent of crime, trends in crime rates, victimization rates, rural and urban differences, fear of victimization, and police protection and crime. Part Two reports a study based on personal interviews with a random sample of 403 heads of households in 4 Oregon counties. Discussion of results covers various factors, including crime rates, which caused some people to be more satisfied with police protection than others. Adaptations made because of dissatisfaction with police protection are also discussed, e.g., purchase of safety devices, political action, and inferaction with neighbors. Policy implications are considered for three findings: (1) city, town, and rural residents respond differently to dissatisfaction with police protection; (2) people in the three locations differ in degree of unmet need for greater public safety; and (3) people most dissatisfied with police protection were generally those most willing to pay for increased safety. (JHZ)

ED 271 952 FL 015 807

Fischer-Kohn, Elaine

Teaching Close-Reading for ESL/EFL: Uses and Abuses.

PUB DATE- Mar 86

NOTE- 31p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-8, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Chinese; *Classroom Techniques; Comparative Education; Contrastive Linguistics; Decoding (Reading); *English (Second Language); Foreign Countries; Higher Education; Ideography; Language Patterns; Language Processing; Reading Comprehension; *Reading Instruction; *Reading Strategies; Second Language Instruction; *Teaching Methods

IDENTIFIERS- *China; *Close Reading Approach; United States

The approaches used for reading instruction in the United States and in the People's Republic of China are different and incompatible. In China, English reading is taught intensively, through close-reading or detailed oral analysis of brief texts and with great attention to individual words and phrases. This "bottom-up" processing style, which emphasizes lexical, morphological, and syntactic skills, neglects "top-down" strategies, including proposition-making, integration of ideas, and inference-making. American reading instruction is based on current theory and research focusing on processing speed and reading comprehension, treating reading as a silent process, and emphasizing "top-down" skills. Experience in English classes in China suggests that the close-reading approach, which may reflect cognitive processes needed to decode ideographs, produces some unexpected positive results in language training and analysis, especially in the written, or more academic, form of English. However, the lack of training in speed and comprehension produces Chinese readers of English who are unprepared for study in the United States. The optimum approach to reading instruction might maintain the current emphasis on global comprehension while incorporating close-reading into the overall process, combining the most effective aspects of both techniques. (MSE)

Bilingual Education Pilot Programs Interim Study Report. Staff Report to the State Board of Education.
Texas Education Agency, Austin.
PUB DATE- 11 Jan 85

NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; Comparative Analysis; Curriculum Development; Elementary Secondary Education; *Language Skills; Limited English Speaking; *Pilot Projects; *Program Effectiveness; Program Evaluation; *Program Implementation; Skill Development; Statewide Planning; Teaching Methods
IDENTIFIERS- Texas

This report presents results of evaluations of elementary and secondary level bilingual education programs in nine Texas school districts, focusing on ways to serve the needs of limited-English-speaking populations. Differing evaluation procedures were used, and the results reflect a wide range of procedures. The report consists of a description of the overall study and specific program evaluation requirements, presentation of the process and product evaluation findings, and conclusions. Brief descriptions of each participating program, and an extensive description of El Paso's program and its requirements are appended. Major conclusions for all of the participating districts are that: (1) both pilot and non-pilot programs demonstrated improved English proficiency and, where data were available, academic achievement; (2) some pilot programs suffered from insufficient trained staff to fully implement the programs, and extremely high student mobility rates detracted from sequential skills building; (3) continued study of student cohort groups will provide more substantive information about appropriate instructional designs at the elementary level; and (4) existing requirements are now inadequate for secondary-level students. An executive summary is included. (MSE)

ED 272 009 FL 015 871

Heyer, Elfriede A.
Teaching Commercial German Through Advertisements.

PUB DATE- May 85
NOTE- 14p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Business Communication; Class Activities; *Classroom Techniques; Cultural Education; *German; Grammar; Higher Education; Humor; Idioms; *Languages for Special Purposes; Second Language Instruction; Student Motivation; *Visual Aids; Vocabulary Development

Advertisements can be used in many ways to facilitate the teaching of a commercial language. If reproduced as slides or other visual aids, they serve as a visual warm-up exercise for each class period, either reinforcing previously discussed topics or introducing new ones. Catchy headlines in commercials promote rapid expansion of vocabulary and are often excellent examples of difficult grammatical structures, convincing students of the usefulness of such structures. Idioms and cultural idiosyncracies are easily illustrated with advertising. Advertisements can be given a broader function when organized according to themes and general topics, such as banking, insurance, transportation, and categories of consumer goods. A variety of classroom activities can be derived from advertisements: fine print can be used for translation exercises, testing of reading skills, or discussion; students can guess concealed headlines or fill in words, phrases, or text segments from overhead projections; and students can compare American and foreign advertising or provide comparable wording in the target language for American advertisements. (MSE)

HE

ED 272 038 HE 018 585

Reilly, Kevin P., Ed.; Murdick, Sheila A., Ed.
Teaching and Beyond: Nonacademic Career Programs for Ph.D.'s.
Selected Descriptions and Comments.
State Univ. of New York, Albany.
PUB DATE- Oct 84
NOTE- 228p.
AVAILABLE FROM- University of the State of New York, Cultural Education Center, Room 5A11, Teaching and Beyond Project, Albany, NY 12230.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alumni; Business; *Career Change; College Faculty; *Doctoral Degrees; Employment Experience; Higher Education; Industry; Institutes (Training Programs); Job Satisfaction; Management Development; *Managerial Occupations; Mentors; Occupational Mobility; Postdoctoral Education; Professional Personnel; *Professional Training; Program Descriptions; *Retraining; School Business Relationship; *Teaching (Occupation); Workshops
IDENTIFIERS- *Alternative Careers; Harvard University MA; New York University; Stanford University CA; University of California Los Angeles; University of Pennsylvania; University of Virginia

Six university-based nonacademic programs to help academic Ph.D.s make career changes are described. Included are comments of 15 Ph.D.s who prepared for college teaching careers but pursued other professions, as well as comments from mentors who assisted humanities/social science Ph.D.s to make career transitions. Nonacademic career efforts at 24 professional associations and other colleges are also summarized, and contact persons are identified. For the six programs that are featured, information includes: eligibility, average yearly enrollment, program duration, tuition or fees, and contact person. The philosophy, structure, and content of the programs are described by the program directors. The universities, program titles, and authors/program directors are as follows: New York University's Careers in Business Program (Ernest Kurnow); University of Virginia's Career Opportunities Institute (Clinton W. Kersey, Jr. and Susan Tyler Hitchcock); University of California at Los Angeles' Careers in Business for Ph.D.'s Program (Patricia O. Katsky); University of Pennsylvania's Alternative Careers Program (Patricia Rose and Mary Morris Heiberger), Harvard University's Introduction to Business Program for Ph.D.s (Jeremy Rusk), and Stanford University's Professional Opportunity Program (Edward Escobedo). (SW)

ED 272 051 HE 019 473

Mehrabi, Shah M.
Educating Foreign Students in the U.S.A.: A Cost Benefit Analysis.
PUB DATE- 86
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for the Advancement of Science, Policy, and Research in the Third World.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Programs; *College Students; *Cost Estimates; *Economic Factors; *Expenditure per Student; *Foreign Students; Graduate Study; Higher Education; Income; Labor Supply; Mathematical Formulas; Productivity; *Program Costs; Travel; Tuition; Undergraduate Study
IDENTIFIERS- *Economic Impact

The economic costs and benefits of educating foreign students in U.S. public and private colleges are estimated. U.S. costs of educating foreign students consist primarily of: (1) direct educational costs, (2) cost of the foreign students who receive their maintenance allowance from U.S. sources, (3) travel costs of those foreign students whose travel is financed from U.S. sources, and (4) other administrative costs related to special problems of foreign students. Two problems in estimating foreign student educational costs involve the marginal or the average cost, and adjusting for over-representation of foreign students in relatively expensive courses in science and graduate studies. To calculate the weighted average cost of a foreign student, it is necessary to determine the distribution of foreign students by field and level, and average cost by field and level. Economic benefits to the United States primarily come from tuition payments, unpaid research by graduate students, contributions to aggregate demand, and value of embodied capital in non-returnees. For these different areas, actual cost-benefit calculations are shown. Data were obtained from the National Longitudinal Study of Young Men 14-24 years old in 1966. (SW)

ED 272 065 HE 019 487

Sell, G. Roger

Needs Assessment in Higher Education.

National Center for Higher Education Management Systems, Boulder, Colo.

PUB DATE- 80

NOTE- 255p.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Administration; College Planning; *Data Analysis; Data Collection; Decision Making; Higher Education; *Information Needs; Information Sources; Information Utilization; Institutional Research; *Management Information Systems; *Needs Assessment; Research Utilization; *User Needs (Information)

IDENTIFIERS- National Center for Higher Educ Management Systems; Needs Assessment Information System

The concepts of need and needs assessment are examined in the context of information needs for college administrators. A description is included of the conceptual framework underlying the Needs Assessment Information System (NAIS), which was developed by the National Center for Higher Education Management Systems. Attention is directed to: (1) establishing the goals and objectives for a needs assessment study; (2) identifying the audiences for the needs assessment study; (3) determining the information requirements for the study (including who will determine need, whose needs will be examined, and the kind of needs that will serve as the focus); (4) selecting sources of information for collecting and/or compiling the required needs information; (5) collecting and compiling information; (6) analyzing the needs information that has been collected and/or compiled; (7) reporting the needs information to the audiences for the study; and (8) using needs information in the management process. For each of these topics, exercises are included to assist an institution to design their own NAIS. Comparison sheets also allow examination of alternative sources, methods and personnel for collecting and compiling needs information, methods for analysis, and methods for reporting needs information. A five-page bibliography is included. (SW)

ED 272 092 HE 019 534

Harvard, Patricia A.
Successful Behaviors of Black Women Administrators in Higher Education: Implications for Leadership.
PUB DATE- Apr 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Qualifications; *Administrators; *Blacks; Black Stereotypes; *College Administration; Doctoral Degrees; *Females; Higher Education; Interpersonal Competence; *Leadership Qualities; Mentors; Racial Discrimination; Self Esteem; Sex Discrimination; Sex Stereotypes
IDENTIFIERS- *Women Administrators

Successful strategies and behaviors used by black women administrators to acquire and maintain their leadership positions in higher education were examined. A review was undertaken of qualitative research on black women administrators from both two- and four-year colleges that are non-church related. Three major barriers to women seeking administrative positions were identified: sex-role stereotypes, organizational barriers, and women internalizing traditional female behaviors. In general, successful administrators were typically defined as those who had obtained their doctoral degree. They were described as committed, independent, dominant, active, adventurous, sensitive, secure, and self-confident. In addition to mastering the skills that are crucial to all leaders, black women administrators may experience both sexism and racism. All the literature concurred on the importance of self-confidence, technical and interpersonal skills, awareness of organizational attitudes, conforming to the culture, and having mentors both inside and outside the university. It was recommended that black women who aspire to administrative roles in higher education should seek the doctorate. A five-page list of references concludes the document. (SW)

College and University Admissions and Enrollment, New York State, Fall 1984.

New York State Education Dept., Albany. Information Center on Education.

PUB DATE- Oct 85
NOTE- 33p.
AVAILABLE FROM- University of the State of New York, The State Education Department, Information Center on Education, Albany, NY 12234.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Admission; Credit Courses; Degrees (Academic); Doctoral Degrees; Educational Certificates; *Enrollment Trends; *Higher Education; Institutional Characteristics; *Majors (Students); Masters Degrees; Noncredit Courses; Private Colleges; Professional Education; Proprietary Schools; State Colleges; State Surveys; Two Year Colleges; Undergraduate Study
IDENTIFIERS- *New York

New York State college and university admissions and enrollment data for fall 1984 are presented, with statistical tables providing data for specific institutions, as well as for various institutional classifications. Data are provided on: trends in degree-credit enrollment by type of institution from fall 1970 to fall 1984; degree-credit enrollment by level of study, sector, and sex of student for fall 1984; first-time student degree-credit enrollment in institutions by sector; degree-credit and noncredit enrollment by level of program and institutional classification, as well as for specific institutions; degree-credit enrollment in occupational programs by major program area, level, attendance status, and sex of student; undergraduate upper-division degree-credit enrollment in institutions by major subject area, level, attendance status and sex of student; first-professional degree-credit enrollment in institutions by subject area; master's, and doctoral degree program enrollment by major subject area, level, attendance status, and sex of student; trends in undergraduate admissions by sector and admissions status, fall 1982 to fall 1984; and undergraduate applications received, accepted, and full-time students actually enrolled in class by institutional classification. (SW)

ED 272 174 IR 012 235

Brandt, Richard
Interactive Video: When to Consider Its Use.
PUB DATE- 86
NOTE- 14p.; Student paper, San Jose State University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Delivery Systems; Higher Education; *Instructional Materials; *Interactive Video; Literature Reviews; Technological Advancement; Training Methods; Training Objectives
IDENTIFIERS- Instructional Packages

This paper describes some applications in which interactive video is being used, demonstrates why it is being used, and proposes some rules to help determine when interactive video should be considered as an instructional delivery system. The document includes background on the development and application of videodisc players in education and training, a list of organizaions currently using interactive video and the subject applications, and a discussion of both generic and specific laserdiscs. Based on a review of current literature, a number of situations when interactive video should be considered as a delivery system are presented: (1) to gather together a large collection of multimedia material such as slides or a mixture of slides and motion sequences on film or video; (2) a large number of learners are distributed over time and place; (3) teachers with subject matter expertise are in short supply; (4) equipment simulation is required; (5) simulation of a potentially dangerous situation is required; (6) the situation requires continuous practice and/or retraining; (7) the subject matter is relatively stable; (8) the training involves the teaching of processes, procedures, problem solving, and decision making; (9) learners vary in experience and/or entry level skills; and (10) there has to be a better way. A 44-item bibliography is included. (THC)

ED 272 218   IR 051 598

Weaver-Meyers, Pat; Winters, Jim
Changes in Facilities and Services and Their Effect on User Attitudes.
PUB DATE- 84
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Attitude Measures; Higher Education; Library Automation; Library Circulation; *Library Facilities; Library Research; *Library Services; Library Surveys; Questionnaires; *User Satisfaction (Information); Use Studies
IDENTIFIERS- *University of Oklahoma

A user attitude survey was conducted in the main library at the University of Oklahoma before and after the opening of a new library wing which effectively doubled the size of the main library. At the time of the opening of the new wing, the circulation department began using a new computer system for circulation of the general collection. The survey included questions concerning the new circulation services, the new building facilities, and the collection arrangement, and was administered in the last month of the spring semester before the new wing was opened and in the last month of the following fall semester. Approximately 250 questionnaires were distributed each time. A return rate of 90% was achieved the first semester and 67% the second semester. Although changes in the facilities and services were dramatic, general user satisfaction did not appear to be affected. However, changes in users' opinions about some specific services were noted. High user expectations, a nonspecific survey construction, and multiple-service changes are discussed as some of the possible reasons for a lack of detectable change in overall satisfaction. The library survey and a 12-item bibliography are included. (Author/THC)

ED 272 232 JC 860 413

Minckley, Barbara B., Ed.; Walters, Mary Dale, Ed.
Health Care Cost Containment: Dilemmas and Solutions. Midwest Alliance in Nursing Fall Workshop (Dearborn, Michigan, September 1983).
Midwest Alliance in Nursing, Inc., Indianapolis, IN.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
REPORT NO.- ISBN-0-942146-07-7
PUB DATE- 83
NOTE- 193p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Cost Effectiveness; *Costs; *Economic Factors; Hospitals; *Medical Services; Nurses; *Nursing
IDENTIFIERS- *Cost Containment; *Health Care Costs

Focusing on various issues related to rapidly rising health care costs, and the dilemmas these pose for health care professionals these proceedings include the following papers: (1) "A Federal Perspective: Nursing under Prospective Payment," by Carolyne K. Davis; (2) "Providers' Panel: Facing the Issues," by Connie Curran, Jeptha Dalston, David Hollister, and Marianne Udow; (3) "Policies for Nurses in Advanced Practice in a Time of Physician Surplus," by Martha Bergsten; (4) "Results-Oriented Programming: Cost Containment through Staff Development," by Bonnie K. Hagerty; (5) "Nursing Strategies to Promote Cost Effectiveness: Managing Disturbed Behavior on Medical/Surgical Nursing Units," by Maureen Corcoran; (6) "The St. Anthony Park Block Nurse Program," by Barbara O'Grady and Marjorie Jamieson; (7) "Factors, Strategies, and Opportunities for Cost Containment in Nursing Service," by Barbara V. Tebbitt; (8) "Cost Containment in Nursing Education," by Carol J. Peterson; (9) "Quality, Cost, and Cost Containment," by Avedis Donabedian; (10) "Continuing Education/Staff Development: Cost Containment Strategies," by Beverly Freeman and Patricia Dolphin; (11) "Developing Productivity Standards in Nursing," by Thomas Lant and Mary G. Nash; (12) "Development and Implementation of Management Engineering within the Nursing Department as a Cost Containment Strategy," by Madeline Zaworski and Mary Muzilla; (13) "Comparison of Two Methods of Hospital Orientation in Cost Effectiveness and Practice Efficacy for Registered Nurses," by Barbara J. Flewellyn; (14) "Home IV Program: A Collaborative Effort to Contain Cost," by Connie May; (15) "Cost and Benefits of Health Care Cost Containment," by Edward P. Ehlinger; (16) "Collaborative Group Education: A Cost-Effective Alternative," by Kathleen A. Baldwin, Betty Boesen, and Barbara R. Jojns; (17) "Work Study--A Management Tool," by Christine Gelb and Virginia Richardson; (18) "Some Research Issues in Cost Benefit Analysis in Nursing: A Nursing Perspective," by Nancy S. Creason; (19) "Community Hospital Education Services: A System of Shared Resources," by Cheryl M. Jones; (20) "How Michigan Explored Its Health Care Cost Dilemma," by Cheryl Klouzal Schmidt; and (21) Cost Containment: Staff Nurses Can Make a Difference," by Barbara Trottier. (AYC)

ED 272 246 JC 860 438

Sworder, Steve

Design and Application of Evaluation Procedures for the Saddleback Community College District's Assessment and Placement Program.

PUB DATE- Sep 86
NOTE- 44p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Achievement; Admissions Counseling; Community Colleges; Educational Counseling; *Educational Testing; Pilot Projects; Program Evaluation; *Student Evaluation; *Student Placement; Test Reliability; Two Year Colleges; *Two Year College Students

A study was conducted to evaluate the academic success of students involved in the Saddleback Community College (California) District's pilot assessment and placement project, and to design and apply procedures for evaluating the placement instrument cut-off scores. A group of 124 entering students agreed to participate in the pilot project and were given a battery of assessment tests and counseling based on their test scores and academic goals. This group was divided into two halves: the Program group consisted of students who took assessment tests and followed placement recommendations, while the Control group was made up of students who failed to attend testing sessions and those tested students who placed themselves contrary to the counselor's recommendations. While Program group members had higher success rates in mathematics courses than Control group members, this was not the case for English courses. The study found no correlation between placement instrument scores and final course grades in 11 English and mathematics classes that were given placement instruments as class exercises. The study report includes a literature review and recommendations. An appendix contains scatter diagrams of placement test scores versus final course grades. (EJV)

ED 272 261 JC 860 453

Student Evaluation of the Milwaukee Area Technical College: 1986 Student Survey Report.

Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development.

PUB DATE- Aug 86
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Day Students; Educational Trends; Evening Students; *Participant Satisfaction; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students; Weekend Programs

In April 1986, a survey was conducted at Milwaukee Area Technical College (MATC) to provide students with the opportunity to evaluate the college's functions, services, and facilities, and to gather data to construct a profile of MATC students. Questionnaires were administered in class to 7,869 MATC students including 3,324 day students, 4,123 evening students, and 422 weekend college students. Study findings included the following: (1) 56% of the day students, 53% of the evening students, and 60% of the weekend college students were women; (2) the median age had increased in recent years to 25.1 years for day students, 30.5 for evening students, and 32.6 for weekend college students; (3) 4.2% of the day students spoke an Asian language at home; (4) most students were not seeking a degree or diploma as their primary reason for attendance when they initially enrolled; (5) evaluations given by evening and weekend college students were more favorable than those given by day students; and (6) child care, health services, housing services, and recreation facilities were areas of concern for students not attending the main campus. Tables showing survey responses by campus and the two survey instruments are included in the study report. (EJV)

ED 272 291 PS 015 922

Davidson, Philip M.

Analyses of Interconcept Synchrony: Some Conceptual Issues and a Compromise Solution.

PUB DATE- May 86
NOTE- 25p.; Paper presented at the Biennial Meeting of the Midwestern Society for Research in Lifespan Development (Akron, OH, May, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Cognitive Structures; *Criteria; Difficulty Level; Methods Research; *Research Methodology; Scoring; *Validity
IDENTIFIERS- Connectivity; *Developmental Patterns; *Interconcept Consistency; Synchrony

Determining the extent of consistency between distinct concepts has become increasingly important in current theorizing about the development and organization of cognitive structure. This paper discusses several conceptual and measurement issues that must be addressed in analyses of interconcept consistency: the distinction between connectivity and synchrony, validity of measures, comparability of scoring criteria, and the distinction between intrinsic and extrinsic task difficulty. It is argued that the goal of equating task validity must often conflict with the goal of equating tasks for intrinsic difficulty. Therefore, an analytic method is called for which is sensitive to intertask asynchrony while controlling for differences in extrinsic difficulty. The use of a modified Wilcoxon procedure (Zwick et al., 1982) for this purpose is illustrated with data from a sample of 5- to 7-year-old subjects. An expected pattern of asynchrony is found, supporting the usefulness of the method. However, the main finding is a lack of asynchrony among a variety of quantitative and nonquantitative concepts during this age period. (Author/RH)

ED 272 307 PS 015 950

Silber, Sharon
Patterns of Problem-Solving in Child Abusing and Nonabusing Families.
PUB DATE- 4 Apr 86
NOTE- 17p.; Paper presented at the Conference on Human Development (Nashville, TN, April 3-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; *Communication Problems; Comparative Analysis; Family Life; Family Problems; *Family Relationship; *Problem Solving

This paper examined the processes of problem-solving in a group of child abusing families and in a demographically matched comparison group of nonabusing families. Problem-solving was elicited through an interactional task that required family members to spend 10 minutes deciding upon an area of common disagreement in the family. Responses to the task were then characterized in terms of the extent to which active engagement in the problem-solving required by the task was or was not exhibited. It was found that family members in abusing families devoted fewer conversational turns to problem-solving; they exhibited fewer sustained sequences of problem-solving; and children in abusing families were less likely to initiate problem-solving behavior. It was also found that the extent of engagement in the interactional task was predictive of the family's level of participation in treatment; families who were more involved in the task tended to sustain their involvement in treatment longer than those less involved. These findings suggest that abusing and nonabusing families exhibit differential patterns of interaction in response to a problem-solving task and that measurement of problem-solving communiction has relevance to the process of clinical intervention. (Author/RH)

ED 271 981 FL 015 843

Victor, David A.

The Value of an Interdisciplinary B.B.A.-B.A. Program in Language and International Business.

PUB DATE- 85
NOTE- 6p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *College Second Language Programs; Degree Requirements; *Educational Cooperation; *Interdisciplinary Approach; *International Trade; Language Proficiency; Program Development; *Program Effectiveness; State Universities
IDENTIFIERS- Eastern Michigan University

Eastern Michigan University's program in language and international trade has three features that distinguish it from other attempts to address the role of world business or language education: (1) the spirit of cooperation evident in the interdisciplinary or joint degree, (2) the equal importance given to foreign language and business education, and (3) the unique coursework opportunities that the cooperation between disciplines allows. The joining of language and applied business is needed in international trade, given the relative decline of the U. S. position in an increasingly integrated global economy. The program combines language and cultural expertise with the necessary business background for handling the challenges of international trade. Courses that, although related, might not be as fully integrated are offered, such as multilingual team-taught business seminars. It is hoped that this program will educate students to develop international business expertise that will be communicated with language proficiency. (MSE)

ED 271 995 FL 015 857

Funston, Janet; Funston, Richard

ESL and the MCL: A Study of "Language"-Based Problems Faced by Candidates for the Degree of Master of Comparative Law in American Law Schools.

PUB DATE- May 85
NOTE- 25p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *English (Second Language); *Foreign Students; Graduate Students; Higher Education; Language Proficiency; *Law Schools; Legal Education (Professions); School Responsibility; Second Language Instruction; *Student Attitudes; Surveys; *Teacher Attitudes

A survey was made of graduate programs for foreign students at three law schools with different missions and characteristics. The survey focused on the following points: (1) students' backgrounds (cultural, linguistic, geographic, educational, and professional); (2) student reasons for attending a graduate law program in the United States; (3) student preconceptions and expectations about the United States in general and the law program in particular; (4) any language or cultural problems encountered by the students; and (5) the steps taken by the law schools to anticipate or remediate such problems. In each school, student perceptions of the program differed from faculty and administrator perceptions. Faculty and program directors reported no identifiable pattern of problems, but students reported experience of language-based problems. Students' perceptions of their own English skills followed no general pattern, although all of the foreign students took longer than native students to complete reading assignments. The most commonly reported problems were with speaking skills, despite program reliance on the Test of English as a Foreign Language as an indicator of skill level. All of the foreign student graduate programs are recently implemented, but all anticipate expansion. It is recommended that institutions establishing similar programs engage specialists in English as a second language for program development and/or provide for individual consultation with students. (MSE)

ED 272 023 FL 015 885

Uber, David M.

The Use of Foreign Languages in International Banking: A Further Look.

PUB DATE- May 85

NOTE- 10p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; *Banking; Cultural Awareness; Employment Qualifications; International Trade; Interviews; *Job Skills; *Language Role; *Language Skills; Listening Skills; *Second Languages; Speech Skills; Surveys

Interviews with ten officers in the lending centers of two Dallas, Texas banks concerning their possession of and need for second language skills on the job revealed that all but one had second language training and three were nonnatives. Five of the native-born Americans had lived abroad and/or studied languages in college. Two of the officers were planning assignments abroad, and one was learning a foreign language for that job. It was learned that both banks cover the cost of refresher language training, but that extra compensation for language skills is given only at the clerical level. All officers reported using their foreign language skills for 5% to 35% of each day, with superiors, co-workers, and clients, on the telephone, face-to-face, and during travel; some mentioned the importance of lowering cultural barriers with customers. Listening and speaking were identified as the most widely used skills. While the officers reported that second language skills were not necessary for international banking positions, language skills and cultural awareness are considered assets. (MSE)

ED 272 079 HE 019 518

Excellence and Accountability. Report of the Governor's Task Force on Higher Education Reform.

New Mexico State Commission on Postsecondary Education, Santa Fe.

PUB DATE- May 86
NOTE- 146p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Advisory Committees; *Affirmative Action; Articulation (Education); Blue Ribbon Commissions; Capital Outlay (for Fixed Assets); Change Strategies; Community Colleges; Economic Development; *Educational Change; *Educational Finance; Educational Quality; Financial Support; *Higher Education; Institutional Mission; School Business Relationship; State Colleges; *Statewide Planning; *Student Financial Aid; Tuition
IDENTIFIERS- *New Mexico

A task force report recommends ways to promote educational reform in higher education in New Mexico. Forty recommendations address the following areas: institutional missions, academic excellence and accountability, community colleges, student financial aid, affirmative action, economic development, capital outlay, and funding issues. Specific considerations include: statewide planning, outcomes of college programs, program review and approval, admission standards and access, remedial education, community college students and programs, community college governance and articulation issues, federal and state student financial aid, percentage of degrees earned by different ethnic groups, student and employee ethnicity, business and personnel training needs, enhancement of high demand degrees, enhancement of high quality research, industrial parks and centers for technical excellence, capital outlay funding sources, capital outlay responsibilities, formula funding issues, student tuition, enhancement for regional and research institutions, and impact of recommended tuition increase. Appended is a summary of testimony to the Governor's Task Force on Higher Education Reform. (SW)

ED 272 132 HE 019 593

Ginn, Clyde
Vocational/Technical.
Association for the Study of Higher Education.
PUB DATE- 86
NOTE- 21p.; Prepared as part of the ASHE-ERIC Clearinghouse for Course Syllabi in Higher Education Project. For related documents, see HE 019 575-592.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Course Content; *Course Descriptions; Course Objectives; Course Organization; Curriculum Development; Educational Trends; Graduate Study; Higher Education; *Postsecondary Education as a Field of Study; *Program Administration; Program Evaluation; Student Evaluation; Teacher Education; Teaching Guides; *Technical Education; *Vocational Education
IDENTIFIERS- *ASHE ERIC Higher Education Course Syllabi Project

Summaries of five syllabi for courses on vocational/technical education are presented, along with the five syllabi. These courses are offered as part of graduate level studies in the field of higher education administration. For each of the following courses, a brief statement of content or purpose is provided, along with course objectives, and information on the text used: (1) principles and practices of vocational education, (2) organization and administration of vocational education, (3) developing curricula in vocational education, (4) evaluation and analysis in vocational education, and (5) specialization seminar on the emergence of vocational, technical, and occupational education in America. It is recommended that: more content related directly to practicum experiences in vocational/technical education for administrators should be provided; materials in finance and fiscal management should be developed with problem-solving techniques; and emphasis on developing needs assessments should be inserted in teacher/administrator training curricula. A list of members of the course syllabi network is included. (SW)

Teaming for Leadership. Summary Report of the Annual Southeastern Regional Media Leadership Council (17th, Jacksonville, Florida, February 28-March 2, 1986).

Southeastern Regional Media Leadership Council.

PUB DATE- 86

NOTE- 42p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Communications; *Educational Media; *Educational Technology; Leadership; *Leadership Responsibility; Management Teams; Position Papers; Regional Cooperation; Regional Planning; *Regional Programs

This summary report of the 1986 annual meeting of the Southeastern Regional Media Leadership Council (SRMLC) includes: letters of welcome from Director Bo Bostick and Herb A. Sang, Superintendent of Schools, Duval County Public Schools; a listing of the host state committees; a conference schedule; acknowledgements; the minutes of the 1985 conference and a financial statement; a participant roster; an evaluation form; and a schedule of the Birmingham (Alabama) International Educational Film Festival. Two position papers state the views of the SRMLC. The first, "Task Force: Agents Orange, the Imperatives," argues that to revitalize the professional interest and development of members in educational communications and technology, certain concerns must be addressed at the state, regional, and national levels. These include: the need for effective communication, membership in professional organizations, leadership responsibilities in educational systems development, public relations, funding, professional organizations, and certification standards. The second paper outlines SRMLC plans for participation in the 1987 AECT conference. Appendices include a letter of invitation, the SRMLC constitution, and lists of the Executive Committee, SRMLC Council Members, and SRMLC Conferences since 1969. (THC)

ED 272 160 IR 012 214

McMeen, George R.; And Others
The Utilization of Burroughs Microcomputers in Teacher Training. Final Report COE 86-1.
Nevada Univ., Reno. Coll. of Education.
SPONS. AGENCY- Burroughs Corp., Detroit, Mich.
PUB DATE- 7 Apr 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Advising; *Computer Literacy; Higher Education; Inservice Teacher Education; Instructional Innovation; *Microcomputers; Preservice Teacher Education; Program Evaluation; *Reading Instruction; Teacher Education Curriculum; *Teacher Education Programs; Technological Advancement; *Word Processing; *Writing Instruction
IDENTIFIERS- *Burroughs Computers; Software Evaluation

This report provides information concerning the five goals of the Burroughs B20 microcomputer project in the College of Education at the University of Nevada-Reno: (1) to improve the computer literacy of classroom teachers and increase their general awareness of developing computer technology; (2) to enhance student writing across curricula; (3) to conduct evaluations of educational software; (4) to utilize computer technology to aid departmental advisement of students; and (5) to develop and fieldtest reading and phonetics software to support testing and diagnosis of students with reading and/or learning disabilities. The teacher training computer literacy project for both pre- and inservice students centered on the development of curriculum materials for teaching computer literacy, a history of computing, types of educational software, and courseware evaluation. The word processing project investigated how word processing might help motivate otherwise reluctant writers in middle and high schools toward a more animated sense of interaction with the texts they create. The courseware evaluation component focused on the development of a software evaluation form, and the student advisement and screening study identified required input and desired output for a program to be developed to aid in the advisement of elementary, secondary, and special education students at the college. Finally, the reading and phonetics project resulted in the development of a diagnostic program to determine students' knowledge of word structure. A list of 13 references is provided. (Author/JB)

ED 272 203 IR 051 577

A Reference Bibliography: A Basic Collection for an Elementary School.

San Diego County Office of Education, CA.

PUB DATE- Aug 83
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Elementary Education; *Learning Resources Centers; *Library Collections; *Reference Materials; School Districts; School Libraries
IDENTIFIERS- *San Diego County Office of Education CA

This bibliography provides a selective list of books that could be purchased for a basic reference collection in an elementary (kindergarten through grade 6) library media center. The materials are arranged both by type of reference tool and by subject area. Contents include: (1) Almanacs; (2) Dictionaries; (3) Encyclopedias; (4) Customs, Costumes; (5) Social Science; (6) Language; (7) Science, Technology; (8) Art, Literature; (9) Sports, Hobbies; (10) Biography; (11) Geography, History; (12) Periodical Indexes; and (13) For Further Information. (THC)

ED 272 276 PS 015 906

Richards, Merle
Classroom Organization and Teachers' Objectives: Observations from the Primary Grades.

PUB DATE- Apr 86
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Organization; Classroom Design; *Classroom Environment; Classroom Research; *Educational Objectives; *Elementary School Curriculum; Foreign Countries; Grade 1; Grade 2; Primary Education; *Teacher Attitudes
IDENTIFIERS- *Ontario

A total of 20 first- and second-grade classrooms were observed to determine the nature of their behavior settings, and to ascertain teacher goals and values implicit in the classroom organization. Observation revealed strong differences among subject areas in both time allotment and variety of resources and activities. Language arts occupied the most time and the most varied settings in all classes, with mathematics a distant second. Science activities were relatively rare. In most classes, provision was made for spontaneous play, but this was not related to academic objectives, and was seldom evaluated by the teachers. Directed reading and mathematics settings were highly teacher controlled. Both academic accountability and classroom discipline contributed to the narrow range of formats in these areas. (RH)

ED 272 335 RC 015 829

Weber, Bruce A.; And Others

Understanding Your Local Economy: Economic Base Analysis and Local Development Strategies. Community Economics.

Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.

SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
REPORT NO.- WRDC-29
PUB DATE- Jan 86
NOTE- 13p.
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Change Strategies; *Community Planning; *Economic Development; Employment; Financial Policy; Income; *Local Issues; *Policy Formation; *Rural Areas; Rural Economics
IDENTIFIERS- Oregon (Baker County); United States (West)

Community decision makers selecting an economic development strategy most appropriate for their local community must begin with an understanding of how their local economy functions, what its economic base is, and how changes in that base may affect local economic structure and performance. The economic base approach emphasizes the roles of exports and imports in generating local income and employment. Export promotion is a traditional strategy to stimulate more economic activity by enlarging the flow of income into the community. Import substitution is a strategy to decrease the leakage of income out of the community. Both the export promotion and import substitution objectives can be accomplished by attracting new firms as well as by retaining or expanding existing firms. Furthermore, the increasing importance of investment income and transfer payments as a major external source of earnings flowing into the community should not be overlooked in local economic development planning. This paper explains the process of local employment and income generation, illustrates several simple techniques for estimating the local economic base, and suggests how information on economic structure can be used to help select more promising economic development strategies. One Pacific Northwest regional economy--Baker County, Oregon--is used as an example. (JHZ)

ED 272 119 HE 019 578

Alfred, Richard L.
Community College.
Association for the Study of Higher Education.
PUB DATE- 86
NOTE- 99p.; Prepared as part of the ASHE-ERIC Clearinghouse for Course Syllabi in Higher Education Project. For related documents, see HE 019 576-593.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- College Role; *Community Colleges; *Course Content; *Course Descriptions; Course Organization; Curriculum Development; Graduate Study; Higher Education; *Postsecondary Education as a Field of Study; Teaching Guides; *Two Year Colleges
IDENTIFIERS- *ASHE ERIC Higher Education Course Syllabi Project; Florida State University; University of Michigan; University of North Carolina

Patterns that emerged from reviewing 11 syllabi for courses on the community college are discussed, and three sample syllabi are presented. These courses are offered as part of graduate level studies in the field of higher education administration. The most commonly used course titles were "The Two-Year College" and "The Community Junior College." Subject emphases common to graduate course syllabi included: history and philosophy of the community college, social context, mission and goals, types of two-year colleges, organization and administration, governance, academic programs, special programs and services, instruction, student services, faculty and staff, students, instructional techniques, finance, facilities, and special problems and issues. Most syllabi reflect instructor efforts to provide a survey and overview of the two-year college in America through distributed readings, research papers, and bibliographic summaries. Unique directions for the future center on the application of concepts to practice, and analyses of issues and problems in the context of changing social and economic conditions through instructional techniques such as case studies, practitioner workshops, catalog analyses, college visitations, and simulation exercises. A list of primary works used as foundation and supplementary readings are identified. Sample syllabi are included from three institutions: Florida State University, University of Michigan, and University of North Carolina. A list of members of the course syllabi network is included. (SW)

ED 272 189 IR 012 315

Gray, Peter J.
Microcomputers: Software Evaluation. Evaluation Guides. Guide Number 17.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 26p.; A product of the Research on Evaluation Program.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Literacy; *Computer Software; *Evaluation Criteria; *Evaluation Methods; *Microcomputers; Needs Assessment; Services; Specifications; Task Analysis; Technological Advancement
IDENTIFIERS- *Software Evaluation

This guide discusses three critical steps in selecting microcomputer software and hardware: setting the context, software evaluation, and managing microcomputer use. Specific topics addressed include: (1) conducting an informal task analysis to determine how the potential user's time is spent; (2) identifying tasks amenable to computerization and matching them with existing programs; (3) hardware options; (4) screening of software; (5) sources for software evaluations; (6) criteria for software evaluation, e.g., ease-of-use (set-up, installation, initial learning, and use after initial learning), program performance (speed, error handling, and versatility), and support (printed documentation, on-screen documentation, and supplier/manufacturer); (7) software selection; and (8) services, training, and facilities necessary to manage computer use. Appendices include a software evaluation summary form and a software evaluation worksheet, which provide suggestions for rating software on the specific components of the major evaluation criteria specified in the guide. Three references are listed. (JB)

ED 272 322 PS 015 973

Regan, Ellen M.; Scherman, Ada
Case Studies of Selected Preprimary Centres in Ontario.
Ontario Inst. for Studies in Education, Toronto.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-1215-7
PUB DATE- 86
NOTE- 35p.
AVAILABLE FROM- Publications Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (Orders over $30.00 will be invoiced; orders below that amount must be accompanied by a check or money order payable to O.I.S.E.).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Day Care Centers; Early Childhood Education; *Financial Support; Foreign Countries; Interviews; *Nursery Schools; Observation; *Parent Participation; Public Schools; Questionnaires; Salaries; *School Involvement
IDENTIFIERS- *Infant Care; Ontario; *Parent Child Centers

Three "in school" preprimary centers in the greater Toronto area were subjects for a set of case studies. Information pertaining to the establishment, funding, programs/services, and the nature of adult/community involvement was collected. Resulting descriptions revealed some variety in programs/services, such as parent-child "drop in," infant-toddler day care, and a parent cooperative associated with a family studies program. In all instances center provisions reflected the particular purpose for which the center had been established. Funding for these centers originated from several sources including parent fees and grants from community group/agencies and school boards. Although the exact nature of parent participation and/or involvement differed from one setting to another, the group of studies suggested increasing parent and community involvement in requesting certain programs/services for young children and their families, and in participation in decision-making about the form and direction of programs and services. Also revealed were different patterns of school participation/involvement in supporting the centers. (Author/RH)

ED 271 968   FL 015 828

Trites, Ronald L.; Moretti, Patricia
Assessment of Readiness for Primary French Immersion. Grades Four and Five Follow-Up Assessment.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-1213-0
PUB DATE- 86
NOTE- 190p.; For grade one follow-up assessment, see ED 218 980.
AVAILABLE FROM- Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6.

LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *Dropout Characteristics; Dropout Research; Followup Studies; Foreign Countries; *French; Grade 4; Grade 5; *Immersion Programs; Intermediate Grades; Kindergarten Children; *Learning Readiness; Primary Education; Second Language Programs; *Student Characteristics
IDENTIFIERS- Ontario

This study reports the follow-up assessments of fourth- and fifth-grade students who had participated in a French immersion program beginning in kindergarten, and of students in the same grades who had not participated in immersion programs. The study was designed to assess the predictive validity of the early identification battery used for four-year-olds and the follow-up kindergarten battery for five-year-olds, and to compare characteristics of the children who had dropped out of the immersion program with those of children who had remained in it as high or low achievers. Of the original 200 four-year-old kindergarten students participating in the study, 138 remained in 1982 and 119 in 1983, most of whom were in the French immersion program in grades four and five. Others were in one grade higher or lower, some in the English or intensive French program by transfer or from the outset, and some in the bilingual program by transfer or from the outset. Detailed information is presented in tabular form with narration on the children's enrollment and progress patterns, teachers' advice concerning enrollment in the programs, teacher ratings, academic difficulties and special help, problems reported by teachers and parents, parent attitudes, achievement levels, and the predictive validity of early assessment variables. A 9-page bibliography concludes the document. (MSE)

ED 272 010 FL 015 872

Grandin, John M.

You Too Can Write German Business Letters (With a Little Help from the Computer).

PUB DATE- May 85
NOTE- 14p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Correspondence; *Computer Software; *Computer Uses in Education; *German; Higher Education; *Languages for Special Purposes; *Language Styles; Second Language Instruction; Word Processing

German business correspondence is an essential part of a business German course because of the difficulties involved in using the required language style and because it is integral to business practice in Germany, Switzerland, and Austria. A recently published text by W. Schmitz and D. Scheiner of the Goethe Institute is reviewed and found to be the most straightforward and innovative in its approach. The review of this text provides indications of strategies for teaching the parts and grammatical structures of a German business letter. The predictability of German business letter styles also facilitates computer applications for learning and expediting correspondence. The glossary of the Apple Writer word processing program has been augmented to store a phrasebook for constructing letters. The standard phraseology for German business correspondence, as organized by Scheiner and Schmitz, has been stored. Each phrase can be called forth by number and then completed either by the student with his or her own information or by pressing another number which will supply the necessary completing clause or phrase. Some editing by the letter writer is necessary. A number of examples of German business letters are included. (MSE)

ED 272 052 HE 019 474

Berendzen, Richard
Is My Armor Straight: A Year in the Life of a University President.
REPORT NO.- ISBN-0-917561-01-5
PUB DATE- 20 Jan 86
NOTE- 351p.
AVAILABLE FROM- Adler & Adler, 4550 Montgomery Avenue, Bethesda, MD 20814 ($17.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Attitudes; *Administrator Role; College Environment; *College Presidents; Declining Enrollment; Economic Factors; Financial Problems; Fund Raising; Higher Education; *Institutional Advancement; Interprofessional Relationship; *Private Colleges; Public Relations; Stress Variables; *Urban Universities
IDENTIFIERS- American University DC

A personal account of Richard Berendzen's life as president of The American University (AU) in Washington, D.C. during the 1983-1984 academic year is presented in diary form. The account describes his interactions with faculty, students, administrators, and people outside the university to further the goals of the institution. In the year prior to the diary entries, enrollments at AU had dropped unexpectedly while tuition had not been raised to make up for the shortfall. There were empty beds of former students who faced economic pressures. A union protested AU's consequent firing of its custodians and its contracting with an independent custodial firm, which employed primarily blacks as custodians. The issue of racism surfaced when students and faculty supported demonstrators. Since AU has no wholly assured flow of applicants or donors, Berendzen recognized that to improve, or even to maintain, the relative position of AU, he had to become not only its pedagogical leader but also a tour guide, architectural visionary, and emissary to the well-to-do in pursuit of resources for the university. The problem of mobilizing resources to build a sports and convocation center is a running theme in the diary. Berendzen uses the metaphor of a suit of armor to refer to his own protection against not only the mild hurts of ungenerosity but also the great stress of threats and physical abuse. (SW)

ED 272 175 IR 012 237

Microcomputer and Bibliographic Information Systems in Latin America: Problems, Experiences and Projections. Proceedings of a Meeting (Santiago, Chile, April 24-27, 1984).

Economic Commission for Latin America and the Caribbean, Santiago (Chile).

SPONS. AGENCY- International Development Research Centre, Ottawa (Ontario).; United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
PUB DATE- Apr 84
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Software; *Databases; *Developing Nations; *Information Systems; *Microcomputers; Online Searching; Online Systems
IDENTIFIERS- *Bibliographic Data Bases; Caribbean; *Latin America

In areas such as Latin America and the Caribbean, many institutions are setting up databases using existing computerized information and documentation networks, and relying on new microcomputer equipment for their implementation. Increasing awareness of the implications of this practice prompted this conference, which provided the first step of a regional effort oriented toward the following objectives: (1) identifying and examining experiences with microcomputer-based bibliographic information systems; (2) discussing basic functional microcomputer software specifications to meet the needs of users; (3) reviewing methodologies for analyzing existing commercial and non-commercial microcomputer-based bibliographic information retrieval and dissemination software; (4) examining the feasibility of creating or modifying software to make the systems of the institutions of the region more accessible, compatible, and portable; (5) analyzing problems raised by the exchange of data and software between different microcomputers, with emphasis on standards for the structure and content of data; and (6) identifying cooperative schemes for resolving problems, including suitable mechanisms for technical assistance, training, and research and development. Recommendations in the areas of software evaluation, data exchange, and the future of software packages for information handling are offered. Appendices include: a list of participants; a list of acronyms of institutions, information networks, and software packages; a conference agenda; abstracts of presentations; features of software packages examined; and copies of the documentation distributed. (THC)

Guide to the Organization of Meetings on UAP.
International Federation of Library Associations, The Hague (Netherlands).
SPONS. AGENCY- United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-85/WS/31
PUB DATE- Dec 85
NOTE- 146p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; Information Dissemination; *International Cooperation; *International Organizations; *Meetings; *Planning; Program Descriptions
IDENTIFIERS- UNESCO; *Universal Availability of Publications

Intended to provide guidance on the organization of meetings on Universal Availability of Publications (UAP), this document draws on experience gained from a number of meetings already held. These meetings highlighted the nature and extent of problems associated with availability of publications, provided a forum for discussion, and proposed measures to improve the publication availability. Prepared in response to requests for assistance in planning such meetings, this text provides the program background, outlines the role of meetings on UAP, considers items that must be taken into account when planning meetings, details the format and content of meetings, and provides suggestions for evaluation and post-seminar activity. While circumstances differ from one country to another so that detailed interpretations vary, the basic framework upon which UAP depends is generally applicable. Appendices include: a list of reports on UAP; summaries of research on the UAP program; sample meeting agendas showing formats adopted in previous meetings; recommendations adopted at the UNESCO/IFLA (United Nations Educational, Scientific and Cultural Organization/International Federation of Library Associations) International Congress on UAP; and posters displayed at previous meetings. (THC)

ED 272 247 JC 860 439

Groff, Warren H.
Preparing Agents of Change in Vocational, Technical, and Occupational Education.
PUB DATE- 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *Curriculum Development; *Doctoral Programs; Educational Change; *Field Experience Programs; *Graduate Study; Higher Education; Postsecondary Education as a Field of Study; Seminars; *Teacher Education; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Nova University FL

The ultimate goal of graduate education is to design programs of preparation to promote improvement in the quality of education and training services that are provided in a variety of different contexts. In the 1960s, Nova University developed field-based doctoral programs as a strategy to prepare individuals to become agents of change in the contexts in which they work. Nova's Center for Higher Education developed field-based doctoral programs in: (1) higher education; (2) leadership in adult education; and (3) vocational, technical, and occupational (VTO) education. During the 1980s, the Center for Higher Education critically analyzed its format for the delivery of the specialization seminars for the three programs. This paper describes the redesign and implementation of the new format for developing change agents in VTO education, detailing the content of two specialization seminars, namely, "Personnel--Human Resources Development" and "The Emergence of Vocational, Technical, and Occupational Education in America," and analyzing outcomes of the new seminar format. (Author/EJV)

ED 272 262 JC 860 454

Morris, Pamela; Tuthill, Suzanne
Internal Assessment as a First Step in Strategic Planning.
Delaware Technical and Community Coll., Wilmington.
PUB DATE- 1 Sep 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; *College Administration; *College Planning; Community Colleges; *Evaluation Methods; *Institutional Characteristics; Long Range Planning; Models; *Self Evaluation (Groups); Staff Development; Two Year Colleges

The internal assessment process described in this report was initiated at the Wilmington/Stanton Campus of Delaware Technical and Community College in 1985 in preparation for a reaccreditation study and in response to a climate of rapid internal and external change. Following introductory comments on the campus, the purpose of the internal assessment is detailed and the roles played by the campus director, the steering committee, the Temple University team, the president's office, and the administrative council are described. Next, the two models used in the assessment design are explained; i.e., the diagnostic model which focused on cyclical changes in the technical, cultural, and political systems of the organization; and the survey-guided action research model, which focused on the college's environment, mission/strategy/objectives, tasks, employees, organizational structure, emergent networks, and output. Samples of data collection instruments are provided along with a discussion of steps in study design and implementation. Finally, the outcomes of the internal study are examined, including: (1) the integration of strategic planning into the organizational structure; (2) the integration of strategic planning into the accreditation reaffirmation process; (3) the inauguration of the planning committee as a problem-solving group; and (4) the initiation of a staff development program for the instructional division. (EJV)

ED 272 292 PS 015 923

Doty, Jeanice J.
Increasing Parent Involvement in a First Grade Chapter I Pubic School Classroom Program.
PUB DATE- 86
NOTE- 47p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Bilingual Education; *Elementary School Students; *Grade 1; Hispanic Americans; *Homework; Migrant Education; *Motivation; Parent Participation; *Parent Student Relationship; Primary Education; Program Improvement
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This practicum was designed to increase parental awareness of the importance of participation in a student's "daily" educational program. The specific goal of the practicum was to increase parent involvement in a first-grade Chapter 1 public school classroom program serving predominantly Hispanic American migrant children. It was expected that, as a result of the implementation effort, (1) 85 percent of involved parents would sign students' completed homework and have it returned to the teacher; (2) 85 percent of parents would participate in a parent-teacher conference; (3) 85 percent of parents would sign and return a questionnaire demonstrating evidence of parent participation; and (4) 144 homework assignments would be completed and turned in to the classroom teacher. To address these goals, a highly motivational, structured program was implemented. All projected objectives were achieved. The Parent Questionnaire and a teacher/parent conference summary form are appended. (RH)

ED 271 953 FL 015 808

Collier, Catherine
Acculturation and Implications for Culturally and Linguistically Different Exceptional Children.

PUB DATE- May 83
NOTE- 36p.; Paper presented at a symposium on research in bilingual education (Vail, CO, May 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; *American Indians; *Asian Americans; Comparative Analysis; *Cultural Differences; *Cultural Influences; Culture; *Disabilities; Ethnic Groups; *Hispanic Americans; Limited English Speaking; Research Needs
IDENTIFIERS- *Navajo (Nation)

Cultural and acculturation patterns should be taken into consideration in the assessment of and development of education programs for culturally and linguistically diverse exceptional (CLDE) children. In order to promote a clearer understanding of the complex process of acculturation, a section is devoted to defining and expanding upon terms related to acculturation and culture, such as: acculturation, culture, adaptation, integration, assimilation, and deculturation. Patterns of acculturation among two groups in the United States--Hispanic and Navajo--are then discussed. The special problems in the area of language ability and development among CLDE children and related research are presented. Educators must avoid underidentifying exceptional needs by attributing learning problems to different and unfamiliar cultural and linguistic background, or overidentifying exceptional needs and ignoring cultural and linguistic characteristics. The cultural characteristics of three ethnic groups (Asian, Hispanic, and Native American) are considered in relation to implications for the special instruction of CLDE children. More research is needed in this area, especially in acculturative and sociolinguistic patterns as they relate to exceptionality, and in the interactive effects of these three factors. In addition, research is needed on cultural and parental attitudes toward exceptional children and how they may affect CLDE children's growth and development, including the use of special services. (MSE)

ED 271 982 FL 015 844

Davis, R. Leslie
"Into the Melting Pot": The Development of a European Dimension in a 4-Year Programme in Languages and International Marketing.

PUB DATE- 85
NOTE- 24p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; College Second Language Programs; Competitive Selection; Degree Requirements; Foreign Countries; French; German; Higher Education; *Interdisciplinary Approach; International Trade; Language Proficiency; *Languages for Special Purposes; *Marketing; *Professional Training; Program Descriptions; Program Development; *Study Abroad
IDENTIFIERS- National Institute for Higher Education (Ireland)

In response to the need for improved international trade in Ireland, an undergraduate program of applied languages and international marketing was developed at the National Institute for Higher Education, a unique Irish technological university in Dublin. In the first year, students study French and German and four business subjects (marketing, economics, business organization and management, and quantitative methods). In the second year, the syllabus is similarly divided between dual language study, now including commercial language, and four additional business subjects (law, accounting, managerial economics, and statistics and marketing research). At this point the student must choose a major language and the international marketing topic for his or her third year thesis. The third year is spent studying abroad in a comparable university and developing the thesis, intended as an exercise in balancing academic studies and practical experience. The final year is spent polishing language skills and studying international trade, international marketing, marketing management, and consumer behavior. Establishing and maintaining foreign linkages with industry and institutions has been a larger task than anticipated, but has evolved through persistence. Funding has come from a variety of sources. Industrial placement for the year abroad and interinstitutional/international program coordination are goals for future program development. (MSE)

ED 272 024 FL 015 886

Schwede-Nicholson, Nancy
Court Interpreter Training: A Growing Need.

PUB DATE- May 85
NOTE- 53p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Rights; *Constitutional Law; *Court Litigation; *Courts; *Educational Needs; Federal Legislation; *Interpreters; Needs Assessment; Second Language Instruction; State Legislation
IDENTIFIERS- Court Interpreters Act 1978; New Jersey

Developments in court interpretation are outlined to illustrate the argument that more, and more qualified, interpreters are need to assist in both the federal and state courts. This discussion focuses principally on the criminal justice system, and includes federal statutory developments, especially concerning the implementation and impact of the Court Interpreters Act of 1978; constitutional bases for the appointment of a court interpreter, including federal developments in case law, state cases referring to the Federal Constitution, and state cases referring to state constitutions; a case study of the recent efforts of the State of New Jersey to improve its court interpretation services; the rationale and needed design for court interpretation training; and the current status of court interpreter training in the United States. Educational and administrative needs in the rapidly expanding field are examined. (MSE)

ED 272 066 HE 019 488

Young, Michael E.; Haight, Michael J.

An Approach to Student Flow Analysis: An Application of the NCHEMS Costing and Data Management System.

National Center for Higher Education Management Systems, Boulder, Colo.

PUB DATE- Nov 80

NOTE- 230p.; Some pages may be marginally legible due to broken print.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Administration; College Credits; College Planning; College Programs; College Students; *Computer Software; *Departments; *Enrollment Trends; Faculty Workload; Higher Education; *Majors (Students); *Management Information Systems; *Predictive Measurement; Program Implementation

IDENTIFIERS- Costing and Data Management System; Department Workload; National Center for Higher Educ Management Systems; *Student Flow Model

An analytic system for colleges that involves student flow calculation, an historical curriculum matrix, and departmental workload forecasts is examined. The conceptual base, uses of the data, technical issues, and implementation are covered. The student flow calculation uses enrollment trends to develop the probability of a student with a given major and student level being in another major/student level in the next year. The curriculum matrix describes in credit hours the relationship between students majoring in various degree programs and the departments from which they draw instructional services. These two steps provide outputs to produce departmental workload forecasts. Included are sample output reports (historical transition probabilities, projected headcount enrollment, detailed and summary department workload, and curriculum matrix). A technique for historical analysis of student flow is described in detail, along with techniques for enrollment and credit hour projection using the National Center for Higher Education Management Systems' software, the Costing and Data Management System (CADMS). Four enhanced software programs are also covered. Appendices include: control record forms that illustrate fields for: historical student flow, projected student flow, projected department workload, and projected credit hours. (SW)

ED 272 093 HE 019 535

Linder, Fredric; And Others

Locus of Control and Value Orientations of Adult Learners in Postsecondary Education.

PUB DATE- Apr 86

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Students; Age Differences; *Business Administration Education; *College Students; Comparative Analysis; Graduate Students; *Locus of Control; Postsecondary Education; *Schools of Education; Sex Differences; Undergraduate Students; *Values

IDENTIFIERS- *Virginia Commonwealth University

The locus of control and value orientations of undergraduate and graduate students in schools of business and education at Virginia Commonwealth University were assessed. Rotter's Internal-External Locus of Control Scale and Rokeach's Value Survey were administered to 1,139 students who ranged in age from 18 to over 40. Results indicated that older students were more internally-oriented than younger students in both schools and that males were more internally-oriented than females in the school of business. The terminal and instrumental values given highest priority by students in both schools were identical. There were significant differences between the schools for the values "A World of Peace," "Happiness," "Ambitious," and "Helpful." Partial correlations of terminal and instrumental value rankings with locus of control scores controlled for age and sex indicated that internally-oriented business and education students valued "A Sense of Accomplishment," "Wisdom," and "Self-Respect." The internally-oriented students differed regarding the values "Ambitious," "Freedom," "Equality," and "National Defense." Externally-oriented business students valued "Pleasure, "Mature Love," and "A Comfortable Life." Finally, externally-oriented education students valued "Family Security." A 16-item list of references and six data tables are appended. (Author/SW)

ED 272 106 HE 019 553

Nursing Handbook.
New York State Education Dept., Albany. Office of the Professions.
REPORT NO.- NYS-PLS-HB-10/22
PUB DATE- Jan 86
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Certification; College Programs; *Credentials; Higher Education; *Nursing; Nursing Education; Records (Forms); State Agencies; State Boards of Education; State Legislation; *State Licensing Boards; *State Standards
IDENTIFIERS- *New York

A reference guide to laws, rules, and regulations that govern nursing practice in New York State is presented. In addition to identifying requirements/procedures for obtaining licensure and first registration as a licensed practical nurse and registered professional nurse, general provisions of Title VIII of the Education Law are covered, along with state management, professional misconduct, and unauthorized acts. Regulations of the Commissioner of Education are also provided, along with an application form for license and first registration, a certification form of nursing education, a certification form of licensure or licensing examination results, a certification form of professional experience, and an application for limited permit. A list by state region and counties is provided of programs of professional nursing registered by the state education department, including those of the following types: associate, baccalaureate, master's, doctoral, diploma, and nurse practitioner. Included are the college's address, and the name and phone number of the program director. For programs at the master's and doctoral levels, information is also provided on degrees/certification awarded, concentrations, and functional areas covered in the curricula. (SW)

ED 272 147 IR 012 198

Wedemeyer, Dan J., Ed.; Pennings, Anthony J., Ed.
Telecommunications--Asia, Americas, Pacific: PTC '86. "Evolution of the Digital Pacific." Proceedings of the Annual Meeting of the Pacific Telecommunications Council (8th, Honolulu, Hawaii, January 12-15, 1986).
REPORT NO.- ISBN-0-8248-1067-8
PUB DATE- 86
NOTE- 396p.; For the 1985 proceedings, see ED 253 218. Photographs and diagrams may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Computers; *Information Networks; *Information Systems; International Cooperation; *International Programs; Program Descriptions; Sociocultural Patterns; *Technological Advancement; *Telecommunications
IDENTIFIERS- *Pacific Region; *Pacific Telecommunications Council

The eighth Annual Pacific Telecommunications Conference (PTC) proceedings contain 61 papers related to the conference theme, "Evolution of the Digital Pacific." These papers look at the ramifications of future technological breakthroughs and transitional needs. The first two days of the conference focused on state-of-the-art developments and set the stage for the final day, which addressed training and human resource requirements. The proceedings parallel the chronological flow of the conference. The initial selection provides the context for PTC '86 as set out by the four keynote speakers--Richard K. Jacobsen, Richard Sedgewick, Park Hyon-Tae, and Toru Uehara. Focusing on current telecommunications developments, the first day speakers discussed network applications, business strategies, and regulatory frameworks. The second day's speakers considered future developments and the latest services and applications were presented in plenary and concurrent sessions. On the final day, authors concentrated on assessing and managing the transition into a digital Pacific. Training programs and organizations were examined both from a "needs" and "operational" point of view. (THC)

ED 272 219 IR 051 599

Craver, Kathleen W.
The Changing Instructional Role of the High School Librarian.
Occasional Papers Number 173.
Illinois Univ., Urbana. Graduate School of Library and Information Science.
PUB DATE- May 86

NOTE- 48p.
AVAILABLE FROM- Graduate School of Library and Information Science, Publications Office, University of Illinois at Urbana-Champaign, 249 Armory Building, 505 E. Armory Street, Champaign, IL 61820 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Development; Guidelines; *High Schools; *Instructional Development; *Librarians; *Library Instruction; Library Research; Library Role; Library Standards; Literature Reviews; Program Descriptions; *School Libraries

This paper examines the changing instructional role of the high school librarian from 1951 to 1984 to determine: (1) if the purported changes in the instructional role have been fictional or factual; (2) if the changes were those of substance or of form; (3) if the changes represented a process of growth and development in direct relationship to educational and societal revolutions; and (4) if any of the changes noted experienced a period of dormancy between introduction and acceptance by practitioners. Three sources of material were selected as research parameters for the study: representative literature published during the period which described the instructional role of the librarian; standards, guidelines, and reports issued by national educational and library associations; and research studies performed during each decade. Library literature was characterized by its precocity; it usually did not reflect the times so much as advance them. Standards, reports, and guidelines seemed to reinforce the literature, while research studies revealed that the instructional role had changed, but not to the degree indicated in the first two sources. (Author/THC)

ED 272 277 PS 015 907

Hatch, J. Amos; Freeman, Evelyn B.
Evaluation of Kindergarten Students: An Analysis of Report Cards in Ohio Public Schools.
PUB DATE- Apr 86
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Expectation; *Kindergarten; Primary Education; Public Schools; *Report Cards; State Surveys; *Student Evaluation
IDENTIFIERS- *Ohio; *Theoretical Orientation

This paper presents findings of an analysis of kindergarten report cards from Ohio public schools and discusses implications of the findings for policy makers, program planners, and curriculum supervisors. A total of 76 school districts were selected in a random sample of 331 which was stratified to represent 6 types of school districts. Data were analyzed to determine (1) how report cards were organized; (2) how information was reported; (3) what children were expected to know and to be able to do; and (4) what philosophies of early childhood education or theoretical orientations were evident. Findings in each of these areas are reported. The analysis led to three conclusions. First, there are specific skills that a kindergarten child is expected to master, with major emphasis being in the areas of work habits, reading readiness, and math readiness. Second, the push in Ohio public schools is toward an academically oriented kindergarten most heavily influenced by the behaviorist perspective. Third, the predominant marking systems present negative evaluations for the kindergarten child, assuming that a child can fail in the skills and behaviors expected of a kindergartener. Such a system, it is argued, further reinforces a behaviorist perspective in contrast to a maturationist or interactionist orientation. (RH)

ED 272 308 PS 015 951

Schroder, Eberhard; Edelstein, Wolfgang
Analysis of Developmental Sequences within the Structural Approach: Conceptual, Empirical, and Methodological Considerations.
PUB DATE- May 86
NOTE- 28p.; Paper presented at the Annual Symposium of the Jean Piaget Society (16th, Philadelphia, PA, May 29-31, 1986).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Cognitive Ability; *Cognitive Development; Foreign Countries; Longitudinal Studies; Models; Profiles; *Research Methodology
IDENTIFIERS- *Conceptual Analysis; *Developmental Sequences; Iceland

In this paper conceptual and methodological issues in the analysis of developmental sequences are discussed. Conceptually, the reconstruction of the logic of acquisition calls for the use of task or structure analysis. Methodologically, it calls for an individual-oriented approach, the use of statement calculus for formulation of the postulated developmental relationships, and confirmatory fitting of the developmental model. This approach is illustrated by longitudinal data of operatory intelligence collected in an Icelandic sample of 121 children 7, 9, and 12 years of age. Structural relationships between different concrete- and formal-operational abilities are specified with respect to the synchronous and diachronous development. The postulated relations are validated by structure analysis and integrated into a consistent model of operatory development. This model represents intraindividual courses or profiles of cognitive development, and on an aggregate level the formation processes of emerging operativity. (Author/RH)

ED 271 996 FL 015 858

Kellersberger, Gail; Rippert-Davila, Susan
Groundwork: An Intermediate-Level Text of ESL for Petroleum Engineers, Geologists, and Geophysicists.
PUB DATE- May 85
NOTE- 12p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; Chemical Engineering; Copyrights; *English for Science and Technology; Geology; Geophysics; *Interprofessional Relationship; Media Selection; *Petroleum Industry; Primary Sources; Second Language Instruction; Teamwork; *Textbook Preparation

The negotiation, development, testing, and publishing of a specialized text for instructing Chinese geologists and petroleum engineers in English as a second language are chronicled. Aspects of the process discussed include the initial contact and oral agreement with the corporate representative who had requested the training materials, scheduling the text preparation, deciding on an approach, accommodating the language teacher's lack of familiarity with the technical content, selecting material on which to base the text, writing appropriate and workable exercises, coordinating efforts among three writers, field testing the materials, publishing and distribution considerations, and copyright. (MSE)

ED 272 039 HE 018 771

Bordner, Diane C.; Petersen, David M.
Campus Policing: The Nature of University Police Work.
REPORT NO.- ISBN-0-8191-3362-0
PUB DATE- 83
NOTE- 260p.
AVAILABLE FROM- University Press of America, 4720 Boston Way, Lanham, MD 20706 ($13.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrative Organization; Campuses; *Crime Prevention; Employee Responsibility; Higher Education; *Law Enforcement; Personnel Selection; *Police School Relationship; Recruitment; *School Security; *Security Personnel; Staff Development; Stealing; *Urban Universities; Violence

Various aspects of campus police work are described, including the actual duties of officers, staff selection and training, and the larger issues of law enforcement. The urban university police is the focus, and comparisons are made to the organization and activities of other urban police forces. Also considered is the local context for different types of police practices. To clarify the campus police bureaucracy, attention is directed to internal structure, line operations, relations among different staff, and evaluative and disciplinary processes. The jurisdiction and authority of campus police and the relationship of campus police and the community are additional concerns. Recruitment and selection procedures, orientation, on-the-job training, and academy training are described, along with the actual work that officers do on a daily basis, including foot and mobile patrol, criminal investigation, and traffic control. Also considered is the nature of the work, including danger as well as boredom, and patterns of solidarity among university officers. In addition to distinguishing the major types of crime (theft by taking, sex offenses, and criminal trespass), information is provided on where crimes occur, the volume of crime, and crime prevention. The way in which this study of campus police work was conducted is also explained. (SW)

ED 272 080 HE 019 519

A Profile of New Mexico's Public Institutions of Higher Education: Mission Statements and Their Context.

New Mexico State Commission on Postsecondary Education, Santa Fe.

PUB DATE- Jun 84

NOTE- 962p.

AVAILABLE FROM- New Mexico Commission on Postsecondary Education, 1068 Cerrillos Road, Santa Fe, NM 87501-4295.

LANGUAGE- English

EDRS Price - MF07/PC39 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Faculty; College Role; College Students; Educational Finance; Enrollment Trends; *Institutional Characteristics; Institutional Mission; *Mission Statements; *Postsecondary Education; *Public Colleges; School Community Relationship; *State Legislation; *Student Characteristics; Teacher Characteristics

IDENTIFIERS- *New Mexico

Information is provided to help coordinate the mission statements of New Mexico's 23 state colleges and universities. After introducing the legal and statutory basis for the mission statements, the official mission statements of the 23 public institutions are presented. The mission statements are compared with state laws and statutes that are relevant to the missions, and the text of relevant statutes is appended. Profiles of the postsecondary institutions and the populations they serve are also presented. The profiles, which combine narrative information and charts, cover the history of each institution, the economic picture of the community in which each school is located, and a budgetary history (revenue sources and expenditures since 1979) of each institution. The profile also describes the student population according to certain characteristics (e.g., age, sex, and ethnic distribution; geographic origin; part-time versus full-time enrollment; headcount and full-time equivalent status). A description of the faculty follows, including such characteristics as headcount, distribution by rank, student-faculty ratios, part-time versus full-time status, and qualifications. Finally, ways that colleges contribute to their communities and to general knowledge are described. (SW)

ED 272 120 HE 019 581

Conrad, Clifton F.
Curriculum/Instruction.
Association for the Study of Higher Education.
PUB DATE- 86
NOTE- 79p.; Prepared as part of the ASHE-ERIC Clearinghouse for Course Syllabi in Higher Education Project. For related documents, see HE 019 576-593.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Curriculum; *Course Content; *Course Descriptions; Course Organization; Curriculum Development; Curriculum Evaluation; Educational Change; General Education; Graduate Study; Higher Education; *Postsecondary Education as a Field of Study; Professional Education; Teaching Guides
IDENTIFIERS- *ASHE ERIC Higher Education Course Syllabi Project; University of Arizona

Patterns that emerged from reviewing 12 syllabi for courses on the college and university curriculum are discussed, and a sample syllabus is presented. These courses are offered as part of graduate level studies in the field of higher education administration. A marked similarity across curriculum courses was found in terms of overall course content. Most courses addressed the following topics: historical and philosophical foundations; reforms and innovations; components (general education, professional/vocational education, major); curriculum planning and implementation; evaluation; and the dynamics of curriculum change.

At the same time, there was variation in topical areas that were emphasized in the courses. There was widespread use of the trilogy sponsored by the Carnegie Foundation for the Advancement of Teaching: "Missions of the College Curriculum," Arthur Levine's "Handbook on Undergraduate Curriculum," and Frederick Rudolph's "Curriculum: A History of the American Undergraduate Course of Study Since 1936." Topics not included in most curriculum courses that merit consideration are identified, along with examples of recent research and scholarship in the field of higher education that would enrich curriculum courses. In addition, a syllabus from the University of Arizona is presented. A list of members of the course syllabi network is included. (SW)

ED 272 133 HE 019 622

Backman, Char, Ed.; Small, LaVeta, Ed.
Carolina View. Volume 1, Fall 1985.
South Carolina Univ., Columbia. Div. of Student Affairs.
PUB DATE- 85
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ancillary School Services; Black Students; *College Administration; *Computer Oriented Programs; Computer Software; Decision Making; Dormitories; Higher Education; Honors Curriculum; Institutional Advancement; Majors (Students); On Campus Students; Physical Disabilities; Social Behavior; State Universities; *Student Development; *Student Needs; Student Records; Tenure; *Undergraduate Students; Volunteers
IDENTIFIERS- *University of South Carolina

Ways to promote student development and the undergraduate student experience are considered in a collection of 13 articles. Research findings and innovative approaches to college administration and advancement are also addressed. Article titles and authors are as follows: "Gaining International Understanding" (James B. Holderman); "A Study on the Perceived Social Climate of the Residence Halls at the University of South Carolina-Columbia" (Janice M. Wencel); "Academic Tenure at the University of South Carolina" (Michael F. Welsh); "Facilitating the Educational Development of Black Students at Predominantly White Institutions" (Susan L. Heyward); "SIGI, Values-Based Computer Software: Its Effect on Undecided Students" (Larry G. Salters); "Witten/Pruitt Dialogue" (Ronald A. Emler, Laura D. Puckett); "Renaissance among the Magnolias" (William A. Mould); "The Student Records Office at the University of South Carolina Goes Paperless!!!" (Arthur S. West); "Volunteerism as a Means of Delivering Student Services" (Brenda G. Dantzler); "Student, Faculty, and Staff Involvement in Institutional Advancement at the University of South Carolina" (Mark G. Shanley); "Policy Development as Student Development: Applying Student Development Theory" (Michael Shaver, Cheryl L. Deutsch, Craig R. Berkley). The book "College Is Only the Beginning," by John N. Gardner and A. Jerome Jewler is reviewed by Margaret A. Langer. (SW)

Guha, Bimalendu
Study on the Language Barrier in the Production, Dissemination and Use of Scientific and Technical Information with Special Reference to the Problems of the Developing Countries.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

REPORT NO.- PGI-85/WS/34
PUB DATE- Dec 85
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developed Nations; *Developing Nations; Global Approach; *Information Dissemination; *Information Processing; Information Retrieval; *Intercultural Communication; Language Patterns; Language Processing; *Scientific and Technical Information; *Second Languages; Translation
IDENTIFIERS- *Language Barriers

This study is concerned with linguistic obstacles in the production, transmission, and dissemination of scientific and technical information at the international level. Special reference is made to the problems of developing nations. Following brief discussions of the early use of language, the beginning of diversity of languages, diversity of languages in science and technology, and concerns at the international level, the paper is divided into five major sections. The first provides basic data on the language distribution of the scientific and technical literature, including the approximate numbers of scientific works published each year in the major languages and the language distribution of items in major abstracting/indexing periodicals. Use patterns are examined in the second section through analyses of such areas as the percentages of the literature read in English by research workers in different language areas and amount of borrowing from the library in various disciplines and languages.

The third section discusses the foreign language problem in English language countries in the context of the linguistic abilities of the researchers, the amount of research in various scientific disciplines done in different countries, and steps that have been taken to overcome the language barrier for French, German, Russian, and Japanese. The point of view of developing countries is addressed in the fourth section, which includes a detailed case study of the scientific language situation in India. The fifth section explores ways in which researchers cope with language barriers, and suggests sources where they may find help, ranging from colleagues to translation services. Fourteen recommendations designed to ease language barrier problems conclude the report. A 78-item bibliography is included. (THC)

ED 272 190 IR 012 317

Deck, Dennis; Coe, Merilyn

Linking Microcomputers to Share Educational Data. Evaluation Guides. Guide Number 21.

Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 25p.; A product of the Research on Evaluation Program.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Computer Networks; Computer Software; *Computer Uses in Education; Databases; Elementary Secondary Education; Evaluators; *Information Networks; Information Utilization; *Microcomputers; *Telecommunications
IDENTIFIERS- *Computer Communication; Modems

Designed for educational evaluators, this paper discusses reasons for the growing concern with linking or interfacing computers for information sharing; compares three major approaches to linking; and discusses the implications of each. An initial overview presents three linking applications in educational evaluation: (1) linking microcomputers with mainframes for data analysis; (2) data collection; and (3) distribution of instructional information systems. Scenarios are also provided which illustrate each of the three applications. The three major technical approaches to linking microcomputers with mainframes or each other are then described--exchanging electronic media (floppy disk exchange); telecommunications linkages, including asynchronous and synchronous connections; and linking products (software packages). Examples and implications of each approach are discussed, including their advantages and disadvantages. Alternatives to shared access to a large database, such as local area networks and multi-user microcomputers, are also described, and their advantages and disadvantages outlined. Finally, the problems of coordination and system design are addressed; it is noted that finding solutions to linking problems takes time and experimentation, and that computer resources cannot be maximized without user acceptance. The latter necessitates the involvement of users in each stage of the planning, design, and testing of the application. Six examples of evaluation linking applications that are being implemented conclude the document, and a list of references is provided. (JB)

ED 272 233 JC 860 414

Minckley, Barbara B., Ed.; Young, Lu Ann, Ed.
Thriving or Surviving? Managing Pro-Active Environments for Nursing. Midwest Alliance in Nursing Fall Workshop (Columbus, Ohio, September 7-8, 1984).
Midwest Alliance in Nursing, Inc., Indianapolis, IN.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
REPORT NO.- ISBN-0-942146-09-3
PUB DATE- 85
NOTE- 147p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Administration; Education Work Relationship; *Health Services; *Leadership; Medical Services; *Nursing; *Nursing Education; *Planning; *Political Issues; Postsecondary Education; Program Descriptions

Underscoring the importance of active planning for constructive change in the nursing profession, the papers in these proceedings highlight the need for nursing to remain pro-active in the management of nursing education and patient care environments. The proceedings contain: (1) "Pro-Active Planning for Nursing at the Federal Level," by Jo Eleanor Elliott; (2) "Nursing and the State Legislature: A Critical Key to Our Future," by Judy DeMers; (3) "Pro-Activating a Collaborative Service Education Climate," by Joyce J. Fitzpatrick and Edward Halloran; (4) "From Tension to Teamwork: Promoting Positive Interprofessional Relationships," a panel discussion by Thomas Lant, Geraldine Price, Mary M. Janata, and Claire V. Wolfe; (5) "Resolve through Sharing: A Comprehensive Program for Grieving Families," by Sara Wheeler and Rana Limbo; (6) "Collaboration between Nursing Education and Service -- A Pro-Active Decision-Making Model," by Donna Deane and Sue Fitzsimons; (7) "Problem-Solving Management in a Pro-Active Environment: Developing Therapeutic Interventions for Children of Domestic Violence," by Deborah Wallace and Barbara O'Brien; (8) "An Assessment Process for Nursing Staff Patterns in Ambulatory Care," by Joann Genovich-Richards; (9) "Summer Nurse Extern Program," by Mary O'Leary and Beth Bongard; (10) "A Service/Education Relationship Model," by Jamie M. Blair; (11) "Descriptors for Nursing Care Provided under DRG's (Diagnosis Related Groups)" by Lynne Cheatwood and Patricia Martin; and (12) "Model Senior Wellness Centers: Self-Responsibility," by Laura Schubert. (AYC)

ED 272 336 RC 015 833

Martin, Denis J.
Audiographic Conferencing in Small Rural Schools in New York State: A Model for Developing Shared Teleconferenced Services between Rural School Districts.
PUB DATE- May 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Astronomy; Calculus; Community Involvement; *Distance Education; High Schools; *Microcomputers; Program Costs; Program Descriptions; *Rural Education; Rural Schools; School Districts; *Small Schools; Teaching Methods; *Teleconferencing; Telephone Communications Systems
IDENTIFIERS- Electronic Blackboards; *New York

Minicourses in astronomy and advanced calculus were offered to students in small rural high schools in New York via IBM PC microcomputers using the graphics tablet and associated software. New York state and local educational agencies, federal agencies, school districts, and two private sector telecommunications companies cooperated to demonstrate how telecommunications could be used to meet curriculum needs of small rural schools. Local community members formed a project advisory council which planned, implemented, and evaluated the project. Course teachers and classroom aides in each remote site received training in equipment set-up and operation and teaching styles stressing protocols for teacher-student interaction. Lectures were given via a telephone bridge with course materials presented via microcomputer to supplement texts and handouts. Students at each remote site were trained in the use of the microcomputer. Progress and success were determined by classroom observation by the project coordinator and by test scores and performance on assignments. Results were favorable for further telecourse development and students were enthusiastic. A detailed description of terminal equipment, telephone bridge, and project costs is provided. (LFL)

ED 272 011 FL 015 873

Schons, Paul A.
Codetermination in the Federal Republic of Germany.

PUB DATE- May 85
NOTE- 17p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration; Conflict Resolution; *Democracy; Federal Legislation; Foreign Countries; *Industry; *Labor Legislation; *Management Development; Politics; *Power Structure; Unions
IDENTIFIERS- *West Germany

The Federal Republic of Germany has begun an experiment in industrial democracy giving workers federally guaranteed rights and authority in industrial decision making. All workers in companies with five or more employees are entitled to elect a works council with which management must consult concerning all employment policies and conditions. All companies with over 100 employees must establish a workers finance committee, which will be given specific information on the company's economic and financial situation. The structure has functioned with little friction. Management generally speaks positively about the council system. The more controversial aspect of codetermination is the federal law requiring large stock companies to allow employees to elect 50 percent of the board of directors with rights and authority equal to owners' representatives on the board. Full parity is still elusive, because the power scales remain tipped in favor of management, a situation that is criticized by labor activists. Some owners fear excessive labor influence, and others use and benefit from the system. Works council representatives from both labor and management support the arrangement and its lack of confrontation. Unions remain strong, and strikes occur, but the cooperative potential of codetermination continues to work to resolve conflicts. However, some concern about the future of unions exists. Early fears about the inadequacy of workers in decision making positions have not been borne out, and West Germany has regained substantial industrial strength. (MSE)

ED 272 025 FL 015 887

Andersen-Fiala, Linda R.
Generating Internship Opportunities for Business Students with Foreign Language Competency: A Networking Approach.

PUB DATE- May 85
NOTE- 14p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Business Administration Education; Chinese; College Administration; French; German; Higher Education; *International Trade; *Internship Programs; Language Teachers; *Networks; Professional Occupations; Program Development; *School Business Relationship; Spanish; *Study Abroad; Teacher Role; Undergraduate Study
IDENTIFIERS- California State University Fullerton

The efforts of language teachers in a university International Business Program (California State University, Fullerton) to develop internships, both abroad and in the United States, revealed a variety of techniques for generating interest and action. It was found that while some limited arrangements can be made through personal contacts, other resources include: cooperative, reciprocal agreements with institutions that have internship structures in place; the college or university administration, including high-level administrators and advisory board members; campus career development and placement centers and cooperative education offices; state employment offices; alumni associations and business program alumni; referrals in the business community, through individuals or professional associations; articles in the local newspaper's business section; selective telephoning to specific companies; government agencies; and student initiative, either in generating their own internships or while studying abroad. It is suggested that while large companies may be easy to identify and may offer opportunities, and medium-sized companies require time for exploration, small companies may be the most promising source of interest and offer distinct advantages in opportunity for trainees. (MSE)

ED 272 053 HE 019 475

Dickmeyer, Nathan
Concepts Related to Indicators of College and University Financial Health. Technical Report No. 12.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 80
NOTE- 40p.; Prepared by the Statistical Analysis Group in Education.
CONTRACT- 300-78-0150
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competition; *Economic Factors; Educational Demand; *Educational Finance; *Evaluation Criteria; Expenditures; *Financial Problems; Financial Support; *Higher Education; Income; Information Sources; Models; Operating Expenses; Statistical Data
IDENTIFIERS- *Financial Indicators

Indicators of the financial health of colleges and universities are considered, along with causes of financial problems, a conceptual framework for institutional financial flows, and data sources. Five indicators are addressed: changes in institutional distress potential for private colleges, changes in institutional financial resources, changes in academic emphasis, changes in the extent of academic opportunity, and needs for more financial resources. Primary causes of financial distress are inefficiency and a suboptimal market segment. An institution's educational market segment affects its finances because of factors such as: (1) student demand for a college with certain programs, costs, and location; (2) the supply of competing educational institutions, and (3) the economies of operating in any particular educational market segment. The conceptual framework considers whether the institution has a favorable market segment and operating efficiency, along with inflows (e.g., tuition, appropriations, financial aid to students) and outflows (e.g., expenditures, students leaving the college). To develop indicators of financial health, the main focus is financial data from the Higher Education General Information Survey, with secondary attention to enrollments, degrees conferred, institutional characteristics, and faculty data. (SW)

ED 272 205 IR 051 579

Montgomery, K. Leon; And Others

The Investigation of Demand for a Rapid Document Delivery Service for the University of Pittsburgh Library System. Final Report.

Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.

SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 1 Feb 85
NOTE- 45p.
GRANT- CLR-785-F
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Databases; Higher Education; *Interlibrary Loans; Library Research; *Library Services; *Online Searching; Questionnaires
IDENTIFIERS- Bibliographic Data Bases; *Document Delivery Services; *University of Pittsburgh PA

A joint project of the University of Pittsburgh Library System and the School of Library and Information Science investigated the need for a rapid document delivery service within the University Library System (ULS). Two instruments were designed to answer questions about library patrons' uses of bibliographic citations retrieved in online database searches and the patron's need for rapid document delivery. Questionnaires were distributed to 196 people (145 to database search users and 51 to interlibrary load users). Questionnaires were returned by 80 (55.2%) of the search requestors and 33 (64.7%) of the users of interlibrary loan. Several fundamental issues were explored in this project, including: (1) users' perceptions of the meaning of "rapid" in a rapid document delivery system; (2) the likelihood that users would utilize interlibrary loan channels if a rapid document delivery service were available; (3) users' willingness to pay for a rapid document delivery service; and (4) differences between the responses of users of different libraries on campus to issues 2 and 3. Following careful analysis of the study data by appropriate university bodies and other interest groups, a plan to develop a rapid document delivery service will be investigated. Questionnaires, an annotated bibliography, and the project Budget are appended. (THC)

ED 272 248 JC 860 440

Oromaner, Mark

The Community College Professor: Teacher and Scholar. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 86
NOTE- 5p.
CONTRACT- 400-83-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Faculty; *Community Colleges; *Faculty Development; Research; *Scholarship; Teacher Burnout; Teacher Improvement; *Teaching (Occupation); Two Year Colleges
IDENTIFIERS- ERIC Digests

The emphasis in community colleges on teaching as a primary faculty responsibility has frequently caused classroom teaching to be divorced from scholarship. Although the teaching role is not a necessary condition for successful scholarship, some form of scholarship appears to be a necessary condition for successful teaching over an extended period of time. Therefore, the stress on teaching in community colleges may have actually led to a decline in the quality of teaching. The facts that new colleges are not being opened, that enrollments are declining, that funds for professional development are scarce, and that community college faculty are aging all reinforce the importance of scholarship as a means of enhancing faculty members' performance and image as professionals. While at the university level scholarship is equated with research, at the community college level a more liberal definition of scholarship should be employed, including professional activity, research/publication, artistic endeavors, engagement with novel ideas, community service, and pedagogy. The systematic processes involved in each of these activities will do much to strengthen teaching and combat boredom and burnout. Though examples of scholar-teachers exist on every campus, there is a need for the formal encouragement, support, and reward that would institutionalize the role of the scholar-teacher, and, in doing so, revitalize the teaching role. (EJV)

ED 272 263 JC 860 456

Watts, Gordon E., Ed.

The Journal of Staff, Program, and Organization Development. Volumes 2-3, 1984-1985 (8 issues).

PUB DATE- 84

NOTE- 292p.

AVAILABLE FROM- New Forums Press, Inc., P.O. Box 876, Stillwater, OK 74076 ($14.00, individuals; $20.00, libraries; $12.00, quantity).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Change Strategies; *College Faculty; Community Colleges; *Faculty Development; *Faculty Evaluation; Inservice Education; Instructional Development; *Organizational Development; Postsecondary Education; Professional Development; Program Development; *Staff Development; Two Year Colleges

"The Journal of Staff, Program and Organization Development" is published quarterly as a medium for the exchange of information, both practical and theoretical, regarding the planning, design, implementation, and evaluation of practices and programs related to the effective and efficient functioning of institutions of higher education and the individuals within those institutions. The Journal has four "affiliate organizations." The group as a whole has agreed to support scholarly study, communication, and progress within the fields of staff, program, and organization development and to promote and further the fields as integral and necessary components of institutions of higher education. The four affiliate organizations are: (1) National Council of Instructional Administrators; (2) National Council for Staff, Program & Organizational Development; (3) National Council on Student Development; and (4) National Institute for Staff and Organizational Development. Typical issues in the Journal contain a half dozen articles and various announcements and resource reviews dealing with the field. Grouped together in this compilation are the eight issues published during 1984-1985. (AA)

ED 272 293 PS 015 924

Carlson, Sharon
Implementation of Activities for the Development of Affective Skills with Primary and Preschool Children.
PUB DATE- Apr 86
NOTE- 165p.; Ed.D. Practicum, Nova University. Some appendices contain light type.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Elementary Education; *Elementary School Students; Elementary School Teachers; Guidelines; *Humanistic Education; Learning Activities; *Preschool Children; Preschool Education; Preschool Teachers; *Program Implementation; Teacher Attitudes
IDENTIFIERS- *Montessori Schools

This practicum was designed to reinforce the importance of meeting the needs of the whole child in the classroom--the social, emotional, and psychological needs, not just the intellectual needs. The practicum was implemented in the Montessori Learning Center, a small private preschool and elementary school located in Lancaster, Pennsylvania, by developing affective curriculum materials and providing training and assistance for teachers who implemented the curriculum materials in their classrooms. Specific goals of the practicum were to (1) help teachers examine their own attitudes about the need for affective education in the classroom; (2) provide affective resources that would familiarize teachers with the kinds of activities that could be used in the classroom; (3) encourage and guide teachers in the use of affective activities as a means of meeting the social, emotional, and psychological needs of students; (4) effect positive change in the behavior of children as a direct result of providing a program of affective education; and (5) help teachers recognize the value of affective education. Objectives of the practicum were met. Related materials are appended, including an affective activities curriculum guide. (RH)

ED 272 309 PS 015 952

Friedman, Sarah L.; And Others

Mediation of Toddlers' Cognitive Development by Mothers with and without Psychiatric Diagnosis of Depression.

PUB DATE- May 86
NOTE- 23p.; Paper presented at the Annual Symposium of the Jean Piaget Society (16th, Philadelphia, PA, May 29-31, 1986). For related document, see PS 015 968.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; *Cognitive Development; Comparative Analysis; *Depression (Psychology); Interpersonal Relationship; *Mothers; *Parent Child Relationship; *Parent Influence; *Toddlers
IDENTIFIERS- *Conversation

The incidence and nature of depressed and nondepressed mothers' unpremeditated "teaching" behaviors was investigated during 8-minute periods of videotaped interactions between each mother and her toddler and a suitcase full of toys. Diagnosed mothers had experienced depressive episodes during their child's lifetime. Nondepressed mothers did not differ from their depressed peers in age, education, socioeconomic class, or their children's age. Particular attention was given to the cognitive value of mothers' speech and behavior which was classified as involving (1) facts and principles, (2) knowledge acquisition, (3) knowledge representation, and (4) knowledge use. Preliminary data indicate that most of the time in interaction was spent in shared focus. Episodes of shared attention lasted for an average of 84.6 seconds. Mothers did not have a leading role in initiating, maintaining, and terminating a shared focus. More than 80 percent of children's questions were answered appropriately and 54.5 percent of mothers' responses imparted information and/or cognitive skills. Overall, 72 percent of responses involving cognitive contents were classified as involving the child. Mothers' behavior during shared focus evinced much more positive motivation or reinforcement than negative motivation or negative reinforcement. It was additionally found that women who had experienced depressive episodes appeared to expose their children to a cognitive environment that was somewhat different than the cognitive environment well mothers provided. Nine data tables are appended. (RH)

ED 272 323 PS 015 974

O'Bryan, Kenneth G.

Requirements for the Training and Certification of Teachers in Early Primary Education: A Review of the Literature.

Ontario Inst. for Studies in Education, Toronto.

SPONS. AGENCY- Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-1255-4
PUB DATE- 86
NOTE- 54p.
AVAILABLE FROM- Publications Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (Orders over $30.00 will be invoiced; orders below that amount must be accompanied by a check or money order payable to O.I.S.E.).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Criteria; Developed Nations; Early Childhood Education; *Inservice Teacher Education; Literature Reviews; Models; *Teacher Certification; *Teacher Education; *Teacher Selection
IDENTIFIERS- *Teacher Competencies

This report reviews the literature pertaining to reguirements for teacher training and certification in early primary education. The literature since 1975 from Canada, the United States, Great Britain, Europe, Australia, and elsewhere was examined in order to address questions of selection criteria, competencies, models of teacher education, in-service training, and certification. Findings indicated a wide divergence between child care specialists and certified teachers in institutional early primary education settings with respect to selection criteria, desirable personal characteristics, training programs offered, and basic views. The emergence of the early childhood center as a key new element in the field was noted and described. Comparisons were drawn and analysis offered of the experiences of early primary programmers and programs in various countries. Conclusions suggest that a continuing dichotomy exists between teacher education and nursery programs. It was noted that views of what was most suited to child and teacher education changed as emphasis shifed from the very young to the school beginner and on to children in grades 1 and 2. Emphasis on skill and learning increased and child care decreased in close relationship to the child's progress in age and grade. Included in the report is an annotated bibliography containing over 80 entries. (Author/RH)

Collier, Catherine

The Referral of Hispanic Children to Special Education: A Comparison of Acculturation and Education Characteristics of Referred and Nonreferred Culturally and Linguistically Different Children.

PUB DATE- Apr 86
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (Chicago, IL, April 1-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Acculturation; Bilingual Education Programs; Cultural Differences; *Educational Background; Elementary Education; *Elementary School Students; *Hispanic Americans; Language Proficiency; Minority Groups; Referral; *Special Education; Student Characteristics; *Student Placement

A study of the characteristics of Hispanic elementary school children in bilingual education programs attempted to identify those education and acculturation characteristics which distinguished children who had been referred to special education from nonreferred children. The sample consisted of 95 Hispanic children, of whom 51 had never been referred and 44 had been referred to special education. Of those referred, only 17 had been placed in special education programs. Contrary to expectations, the results indicated no significant differences between groups for any educational characteristic except degree of teacher concern, but achievement was found to be related to years of bilingual instruction, language proficiency, minority enrollment, and overall acculturation level. In addition, there was a meaningful effect size between the achievement of non-referred and that of placed children. Placed children tended to be the most acculturated and more often came from schools with low minority enrollment. Those referred but not placed were the least acculturated and had the lowest achievement in all content areas. The findings imply that culturally and linguistically different children are disproportionately referred for special education, possibly as a function of minority enrollment and availability of alternative programs, and that the psychodynamics of acculturation must be considered in the identification and instruction of culturally and linguistically different children with special needs. (Author/MSE)

ED 271 969 FL 015 829

Davidson, Joseph O.; Mead, Linda
Forecasting Enrollment in Intensive English Language Programs.
PUB DATE- 6 Mar 86
NOTE- 18p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Anaheim, CA, March 3-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Second Language Programs; *English (Second Language); *Enrollment Projections; Higher Education; *Intensive Language Courses; *Language Enrollment; Models; *Predictor Variables; *Student Characteristics; Tables (Data); Universities
IDENTIFIERS- University of Houston University Park TX

The development of a successful short-range forecasting model for predicting enrollment in a university intensive English course began with examination of the characteristics (nationality, enrollment patterns, persistence) of both course participants and no-shows; the resulting figures revealed consistent patterns for country of origin and for former versus new students. Show-up rates were derived from these patterns, and several prediction models were applied to registration data for several semesters. This analysis revealed further patterns in walk-in registrations and in the differential timing of registration according to the student's country of origin. A database was developed to record, at the time of application, the information found to be relevant in these analyses, including name, country of origin, geographic area, semester applied for, date of application, new- or former-student status, and current location (in the United States or abroad). The results for each semester are incorporated into the next semester's prediction formula. Other impact factors, such as a country's changing educational or political policy and economic situation, changes in U.S. immigration regulations, and changes in university policy are also considered. These considerations are quantified when possible and integrated into the forecasting model. An initial forecast is made ten weeks before the semester begins and is revised weekly until classes begin. An appended handout section presents supporting data including graphs, forecasting formulas, and an enrollment forecast table for the past five semesters. (MSE)

ED 271 983 FL 015 845

de Costa, Elena M.
More Options for the 80's: An Interdisciplinary Model for Teaching Languages for Business.

PUB DATE- 85
NOTE- 12p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration; Career Education; *College Second Language Programs; *Curriculum Development; *Educational Strategies; Higher Education; *Interdisciplinary Approach; *Languages for Special Purposes; School Business Relationship; Undergraduate Students

The development of specific university-level programs to prepare students for international employment or to enhance job opportunities in the United States can be achieved only through cooperation between foreign language departments and other departments. Foreign language educators and students must learn to relate to other fields, communicate beyond the limits of their own disciplines, and deal with the realities of other cultures. Curricular and pedagogical innovations in this area frequently fail because of lack of sustained institutional support, lack of faculty preparation time, faculty fears of new programs or procedures, and regression toward established programs. The possibilities for interdisciplinary course combinations or coordination for specific professions are substantial and varied. Proficiency-oriented language instruction and a multi-disciplinary, team approach to teaching are the most likely to succeed in giving students the needed skills and knowledge for the professional job market. (MSE)

ED 271 997 FL 015 859

Bynum, Henri Sue
English for Petrochemical Plant Operators.
PUB DATE- May 85
NOTE- 6p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Cultural Education; *Curriculum Development; Educational Strategies; *English for Science and Technology; *Foreign Students; Higher Education; Language Proficiency; *Petroleum Industry; *Program Development; Scheduling; Second Language Programs; Student Characteristics
IDENTIFIERS- University of South Alabama

The development of a program and curriculum for instruction in technical English for Saudi Arabian petrochemical plant operator trainees studying in the United States for two years was undertaken by the University of South Alabama's English Language Center. The program was designed to accommodate (1) the degree of skills and prior learning of the trainees, (2) skills and knowledge to be learned, (3) expected outcomes, and (4) cultural information needs. Very little information about the trainees' experience or education was available, and only required vocabulary lists and training manuals were made available for developing the curriculum. An integrative skills approach was adopted, and the curriculum was planned to include structure, reading, listening/speaking, writing, technical vocabulary, general vocabulary, and English handwriting. Other program elements provided at the request of the contractor were cultural activities and a program design that prepared the trainees to assume professional roles on their return to Saudi Arabia. (MSE)

ED 272 067 HE 019 490

Chaffee, Ellen Earle

On Deciding How to Decide: To Centralize or Decentralize.

National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- 15 Apr 81
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; *Centralization; *College Administration; *Decentralization; *Decision Making; Higher Education; Organizational Climate; Participative Decision Making; *Policy Formation; Power Structure; *School Organization

Issues concerning whether to centralize or decentralize decision-making are addressed, with applications for colleges. Centralization/decentralization (C/D) must be analyzed with reference to a particular decision. Three components of C/D are locus of authority, breadth of participation, and relative contribution by the decision-maker's staff. C/D analysis can also shift depending on the identities of individuals at the core or outer circle. Strategic, tactical, and operational decisions are distinguished. Empirical findings from the literature on C/D suggest that: strategic decisions are best made by centralized authority with decentralized participation; and the authority to make operational decisions should be decentralized as much as possible. Tactical and operational decisions that relate to established strategy are probably made at lower levels of authority and with less participation, except when they generate a fair amount of controversy. Five questions should be used to determine whether centralization or decentralization is appropriate: (1) is it a strategic decision? (2) what is the organizational context of the decision? (3) who should have the authority to make the decision? (4) should participation be broad or narrow? and (5) to what extent would the decision-maker's staff be involved? (SW)

ED 272 094 HE 019 536

Ropo, Eero
Styles of Studying in University.

PUB DATE- Apr 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Need; Business Administration Education; *College Students; Comparative Analysis; Computer Science Education; *Departments; Education Majors; *Foreign Countries; Higher Education; Interviews; *Learning Strategies; Liberal Arts; Majors (Students); Questionnaires; Reading Comprehension; *Research Methodology; Social Sciences; Student Motivation; *Study Skills
IDENTIFIERS- *Finland

The study styles employed by a sample of Finnish university students were investigated. In the first study phase, 238 students described general study styles/approaches, using a questionnaire developed by Entwistle, which included 30 Likert-type items from the following dimensions: achievement orientation, reproducing orientation, meaning orientation, comprehension orientation (deep versus surface), operation learning, and pathological styles (improvidence and globetrotting). Most students were from four departments: education (86), business administration (57), computer science (35), and arts (45). Fifteen students were from other fields, including the social sciences. In the second research phase, 34 students were interviewed and completed the questionnaire about their studying habits in specific situations. The interview focused on students' activities in an independent study situation (e.g., when preparing for a test). Computer science students said they studied for exams mainly by attending classes and doing homework; they did not make conscious decisions about study procedures. However, most education students described their study strategies, which differed depending on the form of test they expected. Additional findings and conclusions concerning the questionnaire and interview methodologies are provided. A two-page list of references concludes the document. (SW)

ED 272 107 HE 019 554

Sears, James T.; And Others
Conducting Qualitative Research in Higher Education.
PUB DATE- 8 Jul 86
NOTE- 49p.; Paper presented at the International Conference on the First Year Experience (1st, Newcastle upon Tyne, England, July 8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; *Evaluation Methods; Higher Education; Interviews; Observation; Preservice Teacher Education; Program Evaluation; *Qualitative Research; *Research Methodology; Student Attitudes; *Student Experience; Surveys; *Teacher Interns
IDENTIFIERS- Trinity University TX

The theory underlying qualitative research design and a specific formative evaluation study that includes qualitative methods are discussed. The focus is the data analyses methods and procedures employed in the evaluation study, as well as the strengths and weaknesses of the inquiry. Qualitative research focuses on the idiographic and operates on the tacit-intuitive level. The Brackenridge Internship in Teaching Research Project was designed to understand the collegiate experience from the perspective of students participating in an experimental teacher training program. The Brackenridge Project covers: (1) pre-professional entry (1984-1986), (2) professional training (1986-1988), and (3) professional entry (1988-1990). Phase 1 included audio- and video-taped interviews with interns, parents, and Trinity University (Texas) staff and faculty. Instruments to gauge occupational interest, career maturity, and value orientation were administered. Interns also maintained personal journals and were observed by the researchers during curricular/extracurricular activities. The second phase will include comparisons to other teacher education students, while the third phase will focus on interns' first 2 years of public school teaching. Appended are an extensive bibliography on qualitative inquiry, study questionnaires, and interview schedules and a summary of responses to questions. (SW)

ED 272 148 IR 012 199

Roberson, E. Wayne; Glowinski, Debra J.

Computer Assisted Diagnostic Prescriptive Program in Reading and Mathematics. An Exemplary Micro-Computer Program and a Developer/Demonstrator Project, National Diffusion Network.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Managed Instruction; *Computer Software; Criterion Referenced Tests; *Diagnostic Teaching; Elementary Secondary Education; Higher Education; *Individualized Instruction; Instructional Innovation; *Mathematics Instruction; Microcomputers; Pretests Posttests; *Reading Instruction
IDENTIFIERS- *National Diffusion Network Programs

The Computer Assisted Diagnostic Prescriptive Program (CADPP) is a customized databased curriculum management system which permits the user to load the following into a filing/retrieval software system: (1) learning characteristics of individual students (e.g., age, instructional level, learning modality); (2) skill-oriented characteristics of available instructional materials (i.e., readability level, interest level, modality required); and (3) a skills/concepts list. Once these files are loaded, the CADPP cross-references them to the match characteristics of students and materials, and produces customized prescriptions for each participating student. CADPP diagnostic components include the Criterion Referenced Test (CRT) series, developed to allow for a usable and accurate means of diagnosing a student's needs in basic reading and mathematics skills. The CRT results inform teachers of skill areas that are deficient for each pupil, and this information is used to develop personalized educational plans for individual students. The software program can be used with an APPLE II+, IIe, and TRS 80 Models II and IV; two disk drives are required. The program disk has a capacity for 150 skills in two curriculum areas, 100 students per teacher, 150 prescriptions per skill, and 1,600 prescriptions per disk. The descriptive pamphlet includes a description of the National Diffusion Network Division, which makes validated educational programs available for adoption by schools, colleges, and other institutions; a CADPP adoption agreement; sample costs connected with the adoption of CADPP; and a CADPP awareness session participant feedback form and material rating form. Validated by the National Institute of Education and the U.S. Office of Education in 1979, the system is currently used in over 500 schools in 35 states. Its greatest utilization has been with ECIA Chapter 1 students and special education, basic skills competency, gifted and talented, and adult basic education programs. (JB)

ED 272 176 IR 012 238

An Open Forum on the Provision of Electronic Federal Information to Depository Libraries. Report of the Staff of the Joint Committee on Printing to the Chairman of the Joint Committee on Printing. Ninety-Ninth Congress, First Session.

Joint Committee on Printing, Washington, D.C.

REPORT NO.- Senate-Prt-99-84

PUB DATE- 6 Jun 85

NOTE- 178p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Libraries; *Databases; *Depository Libraries; *Electronic Publishing; Federal Government; *Government Publications; Government Role; Higher Education; *Information Dissemination; *Information Networks; Online Systems; Pilot Projects; Research Libraries

IDENTIFIERS- Congress 99th

An open forum was held to let concerned parties comment on the report, "Provision of Federal Government Publications in Electronic Format to Depository Libraries," and to solicit suggestions for possible pilot projects that could test the feasibility of the proposal. More than 150 agency representatives, congressional staffers, librarians, and private sector representatives attended the meeting. This document contains: (1) opening remarks by Thomas J. Kleis, staff director, Joint Committee on Printing; (2) a summary of the above-mentioned report; (3) testimony by members of the Association of Research Libraries, the American Library Association (ALA), the University of Houston, the Government Documents Round Table of the ALA, the Georgia Institute of Technology, and On-Line Computer Library Center, Inc.; (4) open discussion with comments from more than 20 people; and (5) additional statements by library associations, organizations, federal agencies, and more than 40 representatives of academic, public, and special libraries. (THC)

ED 272 220 IR 051 600

Dyer, Charles R.
A Collection Development Plan for the Leon E. Bloch Law Library, University of Missouri-Kansas City. Draft .
Missouri Univ., Kansas City.
PUB DATE- Feb 86
NOTE- 178p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Academic Libraries; Databases; Guidelines; Higher Education; Interlibrary Loans; *Law Libraries; *Library Collection Development; Library Collections; *Library Planning; Library Services; Long Range Planning; *Policy Formation; Position Papers; Research Libraries
IDENTIFIERS- *University of Missouri Kansas City

This policy statement is designed to provide guidelines that will ensure the maintenance and improvement of the collection and services of the Leon E. Bloch Law Library at the University of Missouri-Kansas City in the period 1985 to 2000. The policy sets appropriate quality goals while simultaneously providing for flexibility in alternative goal-achievement guidelines for computer access to databases and interlibrary loans. The plan establishes seven collection levels--from exhaustive collecting to collection only on demand--for almost every anticipated subject or jurisdiction in which the law library may have an interest. The plan contains five major sections. The first, Purpose and Operative Principles, details the purpose of the policy, the present status of the law library, and the organization of the acquisitons policy guidelines statement. The second provides definitions of terms used to describe selection and services capabilities. The third section, on coordination and cooperation with other libraries, details cooperative efforts on-campus, with units of the University of Missouri, and with the Mid-American Consortium of Law School Libraries. Effects of cooperative agreements on the collection development plan are briefly noted. The fourth section presents mission statements and describes educational programs and enhanced support in specific formats and area emphases. The final section presents specific guidelines, together with a summary of the guidelines which indicates the collection level prior to enhancement, dollar amounts needed to bring the level into the exhaustive range, and annual amount needed to represent a significant enhancement. (THC)

ED 272 278 PS 015 908

Hatch, J. Amos

Alone in a Crowd: Analysis of Covert Interactions in a Kindergarten.

Ohio State Univ., Columbus. Coll. of Education.

SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Behavior Patterns; Classroom Environment; Classroom Research; *Covert Response; *Interpersonal Relationship; *Kindergarten Children; *Peer Relationship; Primary Education
IDENTIFIERS- Context Effect

This paper reports findings from a naturalistic study of children's peer interactions in a kindergarten classroom. As the participant observation field-work of the study progressed, it became clear that much of children's interaction in their kindergarten classroom was covert in nature. That is, it took place in classroom contexts defined as situations in which peer conversations were either forbidden or discouraged. The focus of the study was then directed toward the character of such situations and children's covert interactions within them. The findings describe contexts in which children's talking was officially limited and identify patterns of interaction children used in reaction to classroom limitations. Students' response patterns were classified into three domains: (1) forgetting expectations, (2) secret communications, and (3) exploring the limits. Each category of response is discussed as an example of children making secondary adjustments to institutional role expectations of the school. (RH)

ED 272 040 HE 018 874

Coplin, William D.; O'Leary, Michael K.
Public Policy Study Skills Manual. Test Edition.
Policy Studies Associates, Croton-on-Hudson, NY.
REPORT NO.- ISBN-0-936826-14-2
PUB DATE- 85
NOTE- 253p.; Based on an earlier version entitled "Basic Policy Studies Skills," 1981.
AVAILABLE FROM- Policy Studies Associates, P.O. Box 337, Croton-on-Hudson, NY 10520 ($14.00 plus $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Programs; Current Events; Data Collection; Higher Education; High Schools; Introductory Courses; Learning Activities; Models; *Policy Formation; *Political Science; *Public Policy; *Research Skills; Skill Development; Social Problems; Social Science Research; Statistical Analysis

A manual to help students analyze public policy issues in a systematic and well-informed way is presented, with emphasis on the conceptual, information-gathering, and analytical skills required. The text is intended for two major audiences: (1) introductory college-level courses in political science, public policy, or social science research; and (2) high school courses in current events, problems of democracy, or citizenship. Consideration is given to key concepts to help the student understand public policy issues, goal conflicts and public policy, and different types of public policy analysis. Also covered are: how to use the library and surveys as well as interviewing to gather essential data; how to organize and present quantitative information on public policy issues; how to define a social problem, identify alternative public policies, and evaluate the impact of the policy; and how to determine the steps required to implement a public policy and assess the chances of success. Examples are offered for each skill area, and exercises help the student master the skills. A model for forecasting and developing a strategy to get political support for the proposal is also considered. Finally, students are required to analyze a single policy issue of their choice. (SW)

ED 272 081 HE 019 520

Altbach, Philip G.; Kelly, David H.
Higher Education in International Perspective: A Survey and Bibliography.
REPORT NO.- ISBN-0-7201-1707-0
PUB DATE- 85
NOTE- 583p.
AVAILABLE FROM- Mansell Publishing Limited, 950 University Avenue, Bronx, NY 10452.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Education; College Administration; College Faculty; College Instruction; College Planning; College Students; *Comparative Education; Educational Economics; Educational History; *Educational Research; *Educational Trends; *Foreign Countries; *Higher Education; International Education; International Educational Exchange; *Postsecondary Education as a Field of Study; Socialism
IDENTIFIERS- Africa; Asia; Australia; Europe; Latin America; Micronesia; Middle East; North America; United States

International and comparative trends in higher education since the mid-1960s throughout the world are addressed in two essays, and a bibliography of some 7,000 works of higher education worldwide is presented. The essays were commissioned by the European Centre for Higher Education (CEPES), a decentralized unit of UNESCO. Philip G. Altbach's essay, "Perspectives on Comparative Higher Education: A Survey of Research and Literature," considers the emergence of higher education as a field of study, the research system and dissemination infrastructure, and research trends. Jan Kluczynski's essay, "Research on Higher Education in European Socialist Countries," considers education and socialism, educational planning and development, and research centers. Key topics of the bibliography are: higher education history, educational economics; statistics; policy and planning; institutional planning; academic profession; students; activism; student adjustment; student attitudes; foreign students; education for the professions; access and stratification; intercultural relations and development; university-society relations; theories of higher education; reform; research; law; governance and administration; comparative studies; teaching and curricular developments; and education and technology.

For each topic, publications are identified on Africa, Asia, Australia and Micronesia, Europe, Latin America, Middle East and North Africa, and North America. (SW)

ED 272 121 HE 019 582

Crosson, Patricia
Educational Policy.
Association for the Study of Higher Education.
PUB DATE- 86
NOTE- 8p.; Prepared as part of the ASHE-ERIC Clearinghouse for Course Syllabi in Higher Education Project. For related documents, see HE 019 576-593.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Course Content; *Course Descriptions; Course Organization; Curriculum Development; *Educational Policy; *Government School Relationship; Graduate Study; Higher Education; Introductory Courses; *Policy Formation; Political Influences; *Postsecondary Education as a Field of Study; Teaching Guides
IDENTIFIERS- *ASHE ERIC Higher Education Course Syllabi Project; *Policy Analysis

Patterns that emerged from reviewing syllabi for courses on educational policy are discussed, and two sample syllabi are presented. These courses are offered as part of graduate level studies in the field of higher education administration. Review of seven syllabi and three brief course descriptions indicated that the subject of educational policy is treated differently among colleges. It appeared that educational policy courses in higher education included introductory courses utilizing the term "policy" to denote fundamental issues and purposes, as well as complex social, economic, and political relationships. In addition, mid-level courses focused on federal and state relations and the process for formulating policy at these levels. Finally, more specialized courses applied concepts of politics and methods of policy analysis to the study of higher education at federal, state, and institutional levels. It is recommended that distinctions be made between the more generic, "issues-based" use of the term policy and the more specific practices of policy formation and policy analysis. Required readings for the five courses with detailed syllabi were diverse, and nothing approaching a "text" in this area was found. Twelve supplementary readings are identified, and a sample syllabus is presented. A list of members of the course syllabi network is included. (SW)

ED 272 134 IR 012 184

Whitney, Marcia A.; Strub, Philip M.
The Development and Use of Interactive Videodisc Instruction for Navy Medical Corpsmen.
PUB DATE- Dec 85
NOTE- 7p.; Paper presented at the 1985 Videodisc, Optical Disk, and CD-ROM Conference (Philadelphia, PA, December 9-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Armed Forces; *Computer Assisted Instruction; *Emergency Medical Technicians; *Instructional Development; *Interactive Video; Microcomputers; *Military Personnel; Training Methods; *Videodisks; Video Equipment
IDENTIFIERS- Naval Training

The University of Maryland's Center for Instructional Development and Evaluation has developed interactive video material for the Navy Medical Department to teach Navy medical corpsmen appropriate response procedures for each of seven emergency medical conditions: angina pectoris, acute myocardial infarction, congestive heart failure, stroke, diabetic coma, insulin shock, and epileptic seizure. An underlying philosophy of the design team and the subject matter expert was that the student could best master the process tasks by practicing them; the properties of computer-based interactive videodisc (CBIV) make it uniquely suited to implement this instructional principle. The videodisc simulation can include both patient attributes and environmental attributes that compare realistically with actual settings. A total of 15 emergency settings were developed to account for specific variations of the seven medical conditions; since the material is to be used for evaluative as well as instructional purposes, a second set of parallel lessons was developed for each setting, making a final total of 30 lessons in the system. Background information provided for the learner includes a glossary, reference lessons, and an introduction to the hardware and software. This paper briefly describes the system design and a representative lesson. (JB)

ED 272 162 IR 012 216

Corwin, John K.; Sandiford, Janice R.
What To Do When the Micro Fails.
PUB DATE- 23 Jan 86
NOTE- 13p.; Paper presented at the Florida Instructional Computer Conference (Orlando, FL, January 23, 1986). Some pages contain light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Check Lists; *Equipment Maintenance; Guidelines; Higher Education; *Information Sources; *Microcomputers; Repair; Supplies
IDENTIFIERS- Computer Industry; Computer Technicians; Miami Dade Community College FL

This brief description of the microcomputer service and maintenance system at Miami Dade Community College/North includes a series of hints, tips, and lists of information sources, suppliers, and regulatory codes that could prove helpful to school districts that wish to conduct on-site repair of computers. These include: (1) cleaning materials suppliers; (2) diagnostic software producers; (3) sources of information for low-voltage AC surge suppression and/or transient voltage suppression devices; (4) suppliers of anti-static products; (5) suppliers of halogen fire extinguishers; (6) sources of information on regulatory codes; (7) tips for computer safety; (8) sources of technical assistance from manufacturers; (9) a copy of the Illinois Vocational Curriculum Center's preventive maintenance checklist; (10) directions for installing and removing the disk drive cable from the analog card; and (11) directions for manipulating the drive speed adjustment screw. (JB)

ED 272 191 IR 051 565

Standards of Learning Objectives for Library/Information Use.

Virginia State Dept. of Education, Richmond. Div. of Instructional Media and Technology.

PUB DATE- 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Standards; Curriculum Development; Elementary Secondary Education; Information Needs; Information Sources; *Information Utilization; *Library Instruction; *Public Schools; *School Libraries; State Curriculum Guides; State Programs; Statewide Planning; *Users (Information)
IDENTIFIERS- *Virginia

The Virginia Standards of Learning Program establishes a framework for instruction in the public schools and includes objectives that will help students acquire the knowledge, skills, and attitudes believed necessary for further education and employment. The Standards of Learning (SOL) Objectives for Library/Information Use are the result of a statewide effort to identify a scope and sequence of concepts, skills, and attitudes that will prepare students to be independent, effective, and lifelong users of information. The program goals are the ability to: identify a wide range of information sources and recognize the ways information is organized in these sources; locate and select information sources to meet specific needs; use bibliographic data to acknowledge information sources; evaluate, analyze, and synthesize information for a specific use; and apply information for the purposes of problem solving, decision making, and communication. Seven core objectives essential at each grade level are described, followed by specific objectives for each grade from kindergarten through grade 12; the identification of an objective for a specific level of study simply indicates that the objective is most appropriate for that grade level. The SOL Objectives for Library/Information Use are designed to establish a foundation for systematically coordinating and planning instruction to better serve students, teachers, and librarians. (THC)

ED 272 234   JC 860 415

Minckley, Barbara B., Ed.; Young, Lu Ann, Ed.
Health Promotion: Contributions of Nursing; Benefits for Clients. Midwest Alliance in Nursing Annual Program Meeting (6th, St. Louis, Missouri, April 18-19, 1985).
Midwest Alliance in Nursing, Inc., Indianapolis, IN.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
REPORT NO.- ISBN-0-942146-10-7
PUB DATE- 85
NOTE- 126p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Cost Effectiveness; *Health Education; *Innovation; Medical Services; *Nursing; *Nursing Education; Patient Education; Postsecondary Education; *Preventive Medicine; Teacher Role
IDENTIFIERS- *Nontraditional Medicine

Focusing on innovative and cost-effective alternatives to traditional, custodial, and institutional health care systems, the papers in these proceedings identify the contributions of nursing and the benefits for patients of the new national emphasis on cost-effective health care. The proceedings contain: (1) "Trends in Health Promotion: Implications for Nursing Education, Service, and Social Policy," by Gloria R. Smith; (2) "Health Promotion: Directions for Nursing Research," by Nola J. Pender; (3) "The Wellness Payoff--Benefits for Clients and Nursing," by Marlene Gilliland; (4) "Health Promotion Service: Evaluation and Impact," by Roger W. Reed; (5) "Monitoring Patients with Nasally Placed Feeding Tubes: A Collaborative Research Effort," by Norma A. Metheny and Patricia Eisenberg; (6) "The Influence of an Employee Fitness Program upon Cost Containment Variables of Absenteeism, Insurance Claims, and Physiological Measures," by Peggy White; (7) "Nursing Clinics: Promoting Health in the Community," by Nancy S. Hoeman; (8) "Mobile Health Unit for Older Adults," by Kay T. Roberts-Rudd; (9) "Health Promotion: The Role of Nursing Faculty--A Description of a Faculty Health Promotion Project," by Sherry Smith; (10) "A Self Health Project for Nursing Students," by Mary S. Weisensee, Janice M. Anderson, and Cheryl A. Lapp; (11) "Cognitive Dissonance and Smoking Behavior of Registered Nurses," by Karen Leigh Gum; (12) "Self-Care Agency Assessment in Health Promotion," by Helena Anne Lee; and (13) "Wellness at the Worksite," by Patricia Wiley and Carolyn Gustafson. (AYC)

ED 272 294 PS 015 925

Moely, Barbara E.; And Others
Relationships between Teachers' Cognitive Instruction and Children's Memory Skills.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.
PUB DATE- Mar 86
NOTE- 28p.; Paper presented at the Biennial Meeting of the Southwestern Society for Research in Child Development (San Antonio, TX, March 6-8, 1986).
GRANT- NIE-G-83-0047
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Classroom Research; *Elementary School Students; Grade 1; Grade 2; Grade 3; *Memory; Primary Education; *Problem Solving; *Teacher Behavior; *Teacher Influence; Teacher Role
IDENTIFIERS- *Thinking Skills

The aim of this research was to determine whether individual differences in the use of memory and problem-solving strategies by elementary school children are related to teachers' use of strategy suggestions in the classroom. High, average, and low achievers of first- through third-grade levels (n = 38) were selected from classrooms of eight teachers who had been observed frequently suggesting cognitive processes and strategies to children. For comparison, 26 children were chosen from five classrooms in which teachers rarely made such suggestions. In individual sessions, children were given a free recall task, trained in an organizational strategy for free recall, and assessed for strategy maintenance. Although all children showed improved recall performance and increased strategy use immediately after training, groups varied in performance on a later test trial. Average and low achievers whose teeachers were high in strategy suggestions showed maintenance superior to that shown by similar children whose teachers rarely made strategy suggestions. This difference appeared for recall performance, recall organization, and among younger children, for category sorting during study. Children whose teachers often suggested strategies were better able to verbalize an accurate recollection of training instruction. Children who were high in achievement generally showed excellent maintenance of the trained strategy, independent of teacher characteristics. (Author/RH)

ED 272 337 RC 015 843

Bullock, Merriel
An Annotated Bibliography of Relevant Research on the Appalachian Region. Final Report, Part One of Three.
Tennessee State Univ., Nashville.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 76p.; For parts 2 and 3, see RC 015 844-845.
CONTRACT- NIE-G-85-6121
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Improvement; Educationally Disadvantaged; Educational Needs; *Educational Planning; Elementary Secondary Education; *Regional Characteristics; *Regional Laboratories; Regional Programs; Rural Education; Socioeconomic Influences
IDENTIFIERS- *Appalachia; Kentucky; *Regional Educational Laboratories; Tennessee; Virginia; West Virginia

This annotated bibliography covers 170 selected journal articles, books, federal and state government publications, and Educational Resources Information Center (ERIC) documents containing information about the mission, function, and organization of regional educational laboratories or relating to socioeconomic and educational situations in the Appalachian states of Kentucky, Tennessee, Virginia, and West Virginia. The items reflect regional concerns such as educational disadvantagement, nontraditional education, educational improvement, student assessment/evaluation, special education, staff development, multicultural education, rural and small schools, teacher evaluation, teaching techniques, and vocational education. Dates for the entries range from 1962 to 1984, with most occurring during the 1980s. Information was compiled from these items during research for a proposal for a regional educational laboratory serving the Appalachian region. A subject index is included. (LFL)

ED 272 012 FL 015 874

Cellini, Alva V.

Managerial Concerns and Hispanic Culture in the American Workplace.

PUB DATE- May 85
NOTE- 15p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Principles; Comparative Analysis; *Culture Conflict; Decision Making; *Employer Employee Relationship; English (Second Language); *Hispanic Americans; Interpersonal Communication; *Latin American Culture; Leadership Styles; Limited English Speaking; Organizational Climate; *Spanish Speaking; *Supervisory Methods; Work Environment
IDENTIFIERS- Latin America; North America

With changing social and economic realities, certain cultural differences in the management of Hispanic workers must be accepted and accommodated in the American workplace, where the scientific approach to management is the general rule. The scientific view of management is hardly accepted by Latin Americans whose management philosophy is more simple and based on art. Hispanics rely on subjective perception and are more sensitive and respectful than North American workers, requiring more tact in communication from managers at all levels. Organizations need to restructure their settings for the increasing Hispanic population. The restructuring should include provisions for managers to confer with workers in private and provide more information, in Spanish when necessary, about employee benefits and responsibilities, job requirements, safety regulations, and other important work-related matters. Additional English training for employees and Spanish training for managers is also helpful. North American organizations must address the needs of this growing work force and market. (MSE)

ED 272 026 FL 015 888

Raffield, Barney T.

Planning, Implementing, and Evaluating Academically Sound Internship Experiences for Multinational Business and Foreign Language Programs.

PUB DATE- May 85
NOTE- 6p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavioral Objectives; College Credits; Educational Objectives; Educational Strategies; Higher Education; *International Trade; *Internship Programs; *Performance Contracts; *Program Administration; *Second Language Instruction; Student Evaluation; Teacher Student Relationship; Time Factors (Learning); Undergraduate Study

The vehicle through which effective undergraduate internships in multinational business and foreign languages are achieved is the learning agreement. It is the means for planning and implementing internships and it offers measurable goals by which student progress can be monitored and evaluated. It should include: a complete description of the nature and responsibilities of the internship; academic, professional, and personal objectives to be achieved; the strategies to be used by the student in meeting the objective; evaluator(s) and frequency and methods of evaluation; department and rationale for credits desired; number of credits desired and how they will fit into graduation requirements; a timetable giving program length and clock hours required; student strategies for communicating with the parties involved; and a brief personal history of the intern. The student should submit agreements to the faculty sponsor in the department permitting the internship; the chairperson of the department allowing the internship, if different; the student's supervisor at the internship organization; and the college internship director, if any. The first and last should receive signed copies. (MSE)

ED 272 054 HE 019 476

Dickmeyer, Nathan; Hughes, K. Scott
Development of a Workbook for the Self-Assessment of Financial Condition of Small Independent Colleges. Technical Report No. 8.
American Council on Education, Washington, D.C.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Association of Coll. and Univ. Business Officers, Washington, D.C.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 79
NOTE- 70p.; Prepared by the Statistical Analysis Group in Education. Document printed on colored paper.
CONTRACT- 300-78-0150
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation

Instruments (160)
DESCRIPTORS- *Administrator Guides; Check Lists; Data Interpretation; *Educational Finance; Evaluation Methods; Expenditures; Financial Support; Higher Education; Operating Expenses; *Private Colleges; School Funds; *Self Evaluation (Groups); *Small Colleges; *Statistical Analysis
IDENTIFIERS- Debt (Financial); Financial Indicators

A workbook for financial self-assessment of small, private colleges is presented, along with information on the field testing stage. Eight small private colleges helped develop the workbook, which is intended to assist trustees, presidents, and business officers evaluate financial strengths and weaknesses of the school. Included is a checklist of necessary evaluations and a guide for interpreting the evaluations. The theory and framework of the evaluation process are described, and attention is focused on the first step of the evaluation: examination of easily calculated statistics. The statistical calculations are explained step-by-step, and definitions are provided to facilitate data gathering. The format also covers the value of the statistics and provides space for the eventual presentation of data on peer group institutions for comparison purposes. The statistics provide information on financial strength, estimated risk, changes affecting financial resources, and changes in nonfinancial resources. Financial strength for the long-term involves calculations on endowment market value and operating expenses, while the intermediate-term calculations involve available fund balances and operating expenses, and short-term calculations concern current fund assets and liabilities. (SW)

Roberts, Stephen A., Ed.
Marketing Strategies for the Academic Library. Papers from a One Day Conference Organized by the Library Association Colleges of Further and Higher Education Group London and South East Circle (London, England, June 1985).
Elm Publications, Cambridgeshire (England).
PUB DATE- Dec 85
NOTE- 37p.
AVAILABLE FROM- Elm Publications, Seaton House, King's Ripton, Cambs, England PE17 2NJ (subscription, $35.00 per year).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; Library Research; *Library Services; *Marketing; *Nonprofit Organizations; *Use Studies
IDENTIFIERS- *United Kingdom

The four papers in this collection consider the attitudes, concepts, and techniques involved in marketing for non-profit organizations, and explore how librarians in higher education can use these ideas to optimize the effectiveness of their service provision in a time of economic constraint. In "Marketing the Academic Library," Elizabeth Esteve-Coll discusses some underlying principles tested by her own practice, and stresses the broader social, cultural, and educational context that should inform marketing decisions. In "Surveying the User and User Studies," Colin Harris offers a critique of some tested methods of user investigation applicable in the marketing context. In "Preparing a Marketing Plan," Jack D. Cairns offers a case study that highlights the complex issues underlying a marketing approach: a demand for a combination of planning and directing skills, a facility for mastering detail, and an ability to respond to change. Finally, Blaise Cronin's "Improving Your IQ Innovation Quotient," returns to a discussion of principles including questions of mission, market, and resource analysis. (THC)

ED 272 249 JC 860 441

Scott, David C.

Transfer Study Data.

Bakersfield Coll., Calif.

PUB DATE- 4 Aug 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *College Transfer Students; Community Colleges; *Enrollment Trends; Grade Point Average; Longitudinal Studies; Majors (Students); Postsecondary Education; State Colleges; State Universities; *Student Characteristics; Two Year Colleges

Longitudinal data are presented relating to Bakersfield College (BC) students who transferred to public four-year colleges and universities. Highlighted findings include the following: (1) first-time transfers from BC to the California State University and College (CSUC) system increased by 5.7% from fall 1984 to fall 1985, continuing a gradual increase apparent since 1982; (2) first-time transfers to the University of California (UC) system increased from 25 to 27 from fall 1984 to fall 1985, having remained at less than 30 since 1981; (3) the percentage of BC women students to transfer to the CSUC system increased between 1984 and 1985; (4) in terms of the ethnic distribution of first-time BC freshmen 19 and under, proportionally more White and Asian students and fewer Filipino, American Indian, Black, and Hispanic students transferred; (5) the two most popular majors of CSUC transfers were Business and Agriculture; (6) of the 305 transfers who entered the CSUC system as regular admit students in fall 1984, 70.8% returned in fall 1985; and (7) for the past 4 years, the cumulative grade point average for students transferring to CSUC has been 2.6725 as compared to 2.6475 for native students. Fifteen data tables, detailing trends in enrollment, achievement, and majors, are attached. (EJV)

ED 272 264 JC 860 458

Carpenter, Don A., Ed.
Focus: A Forum on Teaching and Learning in Utah Community and Technical Colleges, Volume V.
Utah State Board of Higher Education, Salt Lake City.
PUB DATE- Sep 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Business Administration Education; *College Curriculum; College Faculty; *College Instruction; *Community Colleges; Educational Improvement; Faculty Development; General Education; Honors Curriculum; Program Descriptions; Small Businesses; Student Motivation; Television Curriculum; Theater Arts; Travel; Two Year Colleges; Womens Studies
IDENTIFIERS- *Utah

Innovative programs at Utah community and technical colleges are described and other topics of interest to faculty, staff, and administrators are addressed in this collection of articles. The journal contains the following articles by Utah two-year college faculty members: (1) "Open Access and Academic Excellence at Dixie College," by Peter Nyberg; (2) "A New Direction for General Education in the Community College," by Veonne Howlett; (3) "Honors Comes to the Provinces," by Marilyn S. Larson; (4) "On the Virtue of Travel," by Michael Kowalski; (5) "What about Women in the Curriculum?" by Nancy J. Taniguchi; (6) "Small Business Development Center at College of Eastern Utah," by Gary S. Wixom; (7) "Getting Children to the Theatre, or Theatre to the Children," by Kim Brewster; (8) "Motivating Students to Achieve," by Debbie Zobell; and (9) "The Exciting Medium of the '80's," by Loretta A. Walker. (LAL)

ED 272 279 PS 015 909

Hatch, J. Amos

Learning to be an Outsider: Peer Stigmatization in Kindergarten.

Ohio State Univ., Columbus. Coll. of Education.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). Research was supported by a grant from the Spencer Foundation.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Antisocial Behavior; Classroom Research; *Group Dynamics; *Kindergarten; *Labeling (of Persons); Naturalistic Observation; Participant Observation; Peer Acceptance; Self Concept
IDENTIFIERS- Naturalistic Research

This naturalistic study provides a description and analysis of the processes through which 26 kindergarten students and a particular male student, called Lester, defined rules of social acceptability which stigmatized Lester as an "outsider." Findings are primarily based on 112 hours of recorded peer interaction and interviews conducted with teachers and students. As early observations and analyses were completed, the behavior of Lester and the behavior of other children toward Lester suggested that his relationships with his classmates were strained and difficult. During subsequent observations, attention was given to contexts in which Lester was involved and to reactions to his social behavior. Analysis of Lester's social behavior revealed three general kinds of behavior which breached peer norms and expectations in the classroom: aggression, teasing, and contact incompetence (poorly developed strategies for making positive social contact with peers). Classmates responded to Lester with snubs and by denying him entry into already established groups. In interviews and in classroom peer interaction, children talked about Lester as if his deviant status was taken for granted by the group. While the children did not knowingly construct the stigmatization of Lester, the impact of their treatment of him was potentially more devastating because his inferiority was assumed. Insofar as Lester accepted the correctness of that assumption he was learning to be an outsider. (RH)

ED 272 310 PS 015 960

Utriainen, Sirpa, Ed.
Child Welfare Act and Child Custody and Right of Access Act. Finland.
Central Union for Child Welfare in Finland, Helsinki.
REPORT NO.- ISBN-951-9423-55-9
PUB DATE- Jan 85
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Custody; *Childrens Rights; *Child Welfare; *Federal Legislation; Foreign Countries
IDENTIFIERS- *Finland

The two major articles of child welfare legislation in Finland are the Child Welfare Act of 1983 and the Child Custody and Right of Access Act of 1983. These new acts are part of a reform of social legislation and services providing increased flexibility and effectiveness in protecting Finnish children's health and happiness. The Acts attach special attention to improving conditions under which the child grows up. Their effects extend to schools, the health services, building and housing, the family, and the culture at large. Chapters of the Child Welfare Act concern general provisions, development of the nurturing, or "growing," environment and assistance in child upbringing, principles and modes of family-oriented and individual child welfare, assistance in "open care," taking a child into care, provision of substitute care and after-care, provision of foster care, appeals, miscellaneous provisions, and entry of the Act into force. Chapters of the Child Custody and Right of Access Act deal with general provisions, custodians and the right of access, judicial proceedings, and miscellaneous provisions. (RH)

ED 272 324 PS 015 975

Caruso, David A.

A Longitudinal Study of Individual Differences in Infants' Exploratory Behavior: Relationships to Problem-Solving Ability.

PUB DATE- Apr 86

NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Ability; *Exploratory Behavior; *Infants; Longitudinal Studies; *Parents; *Predictor Variables; *Problem Solving

IDENTIFIERS- *Stability (Behavior)

Investigated longitudinally were individual differences in 1- and 2-year-olds' exploratory behavior and their relationship to problem-solving ability. Of particular interest was the stability of exploratory and problem-solving behaviors across the second year of life. It was expected that stability of exploratory behavior would be found in terms of its level in cognitive sophistication rather than in identical behaviors at year 1 and year 2. It was further expected that the variety of different schemes used during exploration at 1 year of age would be related to success and sophistication in problem-solving in the second year. Subjects, from predominantly white and middle-class families, were observed when 26 to 29 months of age in their homes; 15 male and 14 female subjects constituting the longitudinal sample had been observed previously in an infant research laboratory when the children were 1-year-olds. Findings are at least suggestive of some stability of infants' exploration and problem-solving behaviors over the second year of life. As hypothesized, 1-year-old infants who used a greater number of different schemes during exploration were found to be more successful and sophisticated in problem-solving at the age of 2 years. (RH)

ED 271 955 FL 015 810

Derge, William; Kudirka, Joi
Development of a VESL Curriculum for Urban Industries.
PUB DATE- 86
NOTE- 27p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- County Programs; *Curriculum Development; *Employment Potential; Immigrants; *Labor Force Development; *Language Skills; Program Descriptions; *Refugees; *Vocational English (Second Language)
IDENTIFIERS- *Southeast Asians

The curriculum developed by the Fairfax County (Virginia) Department of Manpower Services in Vocational English as a Second Language (VESL) program is a response to the needs of Southeast Asian refugees for language and cross-cultural skills and to employers' needs for support services. The core curriculum, emphasizing fluency and listening comprehension and designed to be adapted to various job types and industries, was developed from surveys of employers and supervisors concerning the kinds of language and language usage skills needed at the worksite. Appended materials include a list of the six 3-week instructional units, sample activities for two lessons on giving directions, student pre- and post-test data taken at instructional sites, a list of 71 specific desired competencies, a sample page from a form to be used by observers determining worksite language competencies, and a three-page bibliography. (MSE)

ED 271 970 FL 015 830

Bland, Susan Kesner
The Present Progressive: Grammar vs. Usage Revisited.
PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Discourse Analysis; *English (Second Language); Error Analysis (Language); *Language Usage; *Linguistic Theory; Second Language Instruction; *Semantics; *Tenses (Grammar); Textbook Content; Verbs
IDENTIFIERS- *Present Tense

The uses of the present progressive tense in informal English spoken discourse are examined, focusing on the increasing frequency of the so-called stative or non-action verbs found in the progressive aspect. Generalizations are proposed to account for: (1) the discrepancy between grammar book explanations and actual usage, and (2) the meaning of stative verbs used in the simple present and the present progressive. It is concluded that the use of stative verbs in the progressive is not necessarily exceptional or contrary to standard accounts of the English present progressive, but rather is a predictable consequence of the meaning of the present progressive and the particular contexts in which progressive statives are found. (Author/MSE)

ED 271 984 FL 015 846

Lindenau, Suzanne E.
Tools of the Trade: Video and Languages for Business and the Professions.
PUB DATE- 85
NOTE- 21p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Class Activities; Classroom Environment; Classroom Techniques; *Curriculum Development; Equipment Evaluation; Higher Education; *Languages for Special Purposes; Professional Training; *Second Language Instruction; *Student Developed Materials; Student Evaluation; Student Motivation; Teacher Role; *Videotape Recordings

Student production of videotape recordings for teaching commercial foreign language is a means of engaging students in the learning process, providing ample opportunity for active use of the commercial target language (CTL) in a wide range of contexts, promoting the integration of cultural understanding in CTL communicative behaviors, and improving the objectivity and emphasis of evaluation. Videotape technology is generally accessible, user-friendly, and familiar in higher education, and although equipment may be costly, it is also cost-effective. The classroom must often be restructured for student video production, and faculty and administrative resistance to removing the spotlight from teacher-centered instruction may need to be overcome. Curriculum planning for CTL student-developed video instruction involves designing general and specific learning objectives, outlining teaching strategies, selecting student activities from a variety of options that emphasize target language communication, and defining the teacher's role. Teacher evaluation of the video production process and product leads to reshooting and re-evaluation by the teacher and students for evidence of improvement. Experimental use of this technique can lead to rich learning experiences. (MSE)

ED 271 998 FL 015 860

Normand, Guessler
Culture and Commerce in France: An Anthropological Approach.
PUB DATE- May 85
NOTE- 15p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; College Second Language Programs; *Cultural Education; Culture; French; Higher Education; *Industry; Interdisciplinary Approach; International Trade; *Languages for Special Purposes; Program Development; Undergraduate Study
IDENTIFIERS- *French Culture; University of Toledo OH

A cooperative effort of the School of Business and the School of Arts and Sciences at the University of Toledo (Ohio) developed a program to provide an opportunity for business students to develop (1) foreign language skills for effective communication and performance in international trade and (2) an awareness of the importance of culture and its relationship to commercial practices. The approach taken was to modify existing language courses to incorporate business and economics terminology and content. Two courses were developed, one in business and one in culture and commerce; each course was offered in French, Spanish, German, and Russian. The French culture and commerce course has attracted a substantial enrollment and is well received by students. It focuses on everyday culture, beginning with culture in general and extending to aspects of French everyday culture, formal culture, and commercial practice. The major problem in course development was in finding materials treating the relationship of French culture and commerce. However, a variety of sources for supplementary materials were found. It is recommended that teachers offering similar courses undergo intensive training, have time to develop materials, and obtain substantial financial support for course planning and implementation. Appended is a list of suggested readings listing 22 books and 13 articles. (MSE)

Collier, Douglas J.

The Concept of Strategic Decisionmaking.

National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Aug 81
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *College Administration; *College Planning; *Decision Making; Higher Education; Institutional Mission; *Organizational Theories; *Policy Formation
IDENTIFIERS- *Strategic Planning

Strategic decision-making literature is reviewed, and applications to colleges and universities are made. The key requirement for strategic decision-making is that decisions affect the entire organization. While strategic decision-making can occur at different levels within the organization, the specific strategic decisions available to the planner at each level will vary depending on the issue addressed. Strategic decisions at colleges include: mission, program offerings, student clientele, geographic scope of activities, faculty-resource mix, and comparative advantage sought. In order for a unified organizational strategic thrust to occur, these strategic decisions need to be integrated. The achievement of this outcome can be illustrated by summarizing William Rothschild's categorization of types of generic strategy, with attention to strategies concerning investment, management, and implementation. It is noted that strategic decision-making assumes change is inevitable and focuses on preparing for change. An analogy is made between strategic decision-making and vector mathematics and also to sailboat racing to help illustrate the process. A three-page list of references concludes the document. (SW)

ED 272 095 HE 019 537

Reuterberg, Sven-Eric; Svensson, Allan

Student Financial Aid and Participation in Higher Education. Changes between 1965 and 1985 in Sweden.

PUB DATE- Apr 86
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Attendance; College Students; Educational Opportunities; Enrollment Influences; *Enrollment Trends; Females; *Foreign Countries; High Achievement; Higher Education; Low Achievement; Males; *Socioeconomic Status; *Student Financial Aid; Trend Analysis
IDENTIFIERS- *Sweden

The relationship between student financial aid and college attendance in Sweden during 1965-1985 was assessed. Objectives were to determine: the extent to which student aid has increased the overall rates of transition to higher education; the effect of financial aid on the recruitment of different socioeconomic groups; the effect of financial aid on recruitment of students of differing achievement levels; and any sex differences in recruitment resulting from aid. For three nationally representative samples born in 1948, 1953, and 1963, consideration was given to college attendance in the late 1960s, early 1970s, and early 1980s, respectively. During this period, the rate of transition from upper-secondary to higher education decreased from nearly 70% to less than 30%. However, the evidence suggests that student aid did not explain the decreasing enrollments. In each cohort, the transition rate of students from higher social groups exceeded that of students from lower groups. Yet, in the late 1960s student aid had a substantial socially-equalizing effect on educational opportunities. However, this positive effect vanished and in the early 1970s student aid had practically no bearing on social differentiation, and this trend was greatly reinforced in the 1980s. Additional findings are covered. (SW)

Survey of Registered Nurses Licensed by New York State Education Department, 1983.

New York State Education Dept., Albany. Office of Higher and Professional Education.

PUB DATE- Sep 85

NOTE- 66p.
AVAILABLE FROM- New York State Education Department, Office of Higher and Professional Education, Albany, NY 12230.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age; *Certification; *Educational Background; Employee Responsibility; *Employment Experience; Females; Geographic Distribution; Graduate Surveys; Higher Education; Males; *Nurses; *Nursing Education; Questionnaires; Race; Salaries; State Licensing Boards; *State Surveys
IDENTIFIERS- *New York

A survey of professional nurses registered by the New York State Education Department was conducted in 1983, updating 1961, 1973, and 1977 surveys. Usable responses were completed by 171,109 registered nurses (RNs) licensed by the state and 137,116 in-state RNs (82% response rate). In-state RNs who were employed in nursing in New York numbered 109,501. Information was obtained on respondents' personal characteristics (sex, age, and racial/ethnic origin), and comparative national data were also assessed. For all in-state RNs and the RNs currently employed in nursing in New York, information was collected on basic nursing education preparation, location of basic nursing program, highest degree held, and major postbaccalaureate, graduate-level nursing specialty area, when applicable. Geographic distribution (New York region and county, and other state) was also determined for both in-state RNs, those in-state RNs employed in nursing, and 33,993 out-of-state RNs who were licensed by New York. Additional areas of study included employment status, reasons if not employed, salary earned from nursing, employment setting, primary responsibility, and major clinical area. Statistical tables arranged by county, the questionnaire, and map of designated New York State Health Service Areas are appended. (SW)

ED 272 177 IR 012 246

ADCIS Conference Proceedings (27th, New Orleans, Louisiana, February 3-6, 1986).

Association for the Development of Computer-based Instructional Systems.

PUB DATE- Feb 86
NOTE- 311p.

LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; *Computer Uses in Education; Elementary Secondary Education; Higher Education; *Interactive Video; Media Research; Microcomputers; Program Descriptions; *Teaching Methods; Technological Advancement
IDENTIFIERS- Association for Devel Computer Based Instr Systs

The 52 papers in this volume, which represent recent research and applications in the field of computer-based instruction, are grouped under 10 general topic areas: (1) computer-based training; (2) elementary, secondary, junior college, and math education; (3) health; (4) home economics; (5) implementation; (6) mini-microcomputers; (7) PILOT; (8) PLATO users group; (9) interactive video-audio; and (10) theory and research. More than 60 200-word abstracts for additional topic presentations are included, as are lists of the Association for the Development of Computer-Based Instructional Systems (ADCIS) Board of Directors and Special Interest Group Council, and a proceedings index. (THC)

ED 272 221 JC 850 265

Ford Foundation Urban Community College Transfer Opportunities Program, 1983-84. Narrative Report: Phase I.

Cuyahoga Community Coll., Cleveland, Ohio.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jun 84
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; Community Colleges; Educational Counseling; *Minority Groups; Program Descriptions; Student Evaluation; Transfer Policy; *Transfer Programs; Two Year Colleges; *Two Year College Students; Urban Education
IDENTIFIERS- *Urban Community Coll Transfer Opportunities Prog

In 1983, Cuyahoga Community College (CCC), Cleveland, Ohio, initiated a project to improve the rates of persistence, retention, and success of minority students in completing a two-year academic program and transferring to a four-year college. The project addressed four factors contributing to low rates of educational persistence and transfer: (1) lack of articulation between CCC and receiving four-year institutions with respect to the transferability of particular courses for degree credit; (2) lack of academic preparation of entering students; (3) lack of personal preparation for postsecondary education; and (4) lack of appropriate and adequate assessment of a student's academic preparation and career choice as the basis for developing a sound counseling and advising program and an individualized educational plan. This report looks at CCC's activities and achievements to date in obtaining these objectives. After providing an overview of the project, the implementation plan is described along with the achievements of CCC's Transfer Subcommittee, which investigated transfer policies; Curricula Ladders Subcommittee, which developed three 9th grade through baccalaureate degree curricula ladders in the vocational areas of business, engineering, and health careers; the Counseling/Special Programs Subcommittee, which selected and provided special services for 125 students; and the Assessment Subcommittee. Plans for institutionalizing the project and reflections and recommendations conclude the report. Lists of committee and subcommittee members and a course equivalency guide are appended. (EJV)

ED 272 041 HE 018 964

Financial Planning and Management Manual for U.S. Medical Students.
Association of American Medical Colleges, Washington, D. C.

PUB DATE- 84
NOTE- 33p.
AVAILABLE FROM- Association of American Medical Colleges, One Dupont Circle, N.W., Suite 200, Washington, DC 20036 ($4.95; 2-24 copies, 20% discount; 25 or more, 30% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- *Budgeting; Check Lists; Family Income; Financial Problems; *Financial Support; *Graduate Medical Students; Higher Education; Loan Repayment; *Medical Students; *Money Management; Parent Financial Contribution; Private Colleges; Private Financial Support; State Colleges; *Student Costs; Student Employment; Tuition
IDENTIFIERS- College Costs; *Debt (Financial); United States

A guide to financing medical school studies is presented. Financial planning should ideally begin as soon as medical school admission becomes a possible goal. Information is provided to help estimate costs and identify sources of financial aid, including help provided by a spouse or parents, institutional assistance, private loans/scholarships, and part-time employment. Strategies for parents, in lieu of gifts or loans, are identified: savings plans, tax incentives, and trusts. To assist in financial planning and budgeting, a budget worksheet and a form for recording loans/debts are included, along with a sample debt record chart for a student planning to graduate from medical school in June 1988. A factor chart to estimate monthly loan payments represents the monthly amount payable for a principal of $1,000 for payout of 10, 15 and 20 years. Financial problems typically faced by residents are also addressed, including: deciding on the desirability of a second income through moonlighting or a spouse's employment, repaying education loans, changes in lifestyle and standard of living on the resident's limited income, withholdings from the resident's paycheck, redeveloping the budget, and using credit. A glossary is appended. (SW)

ED 272 082 HE 019 521

Zikopoulos, Marianthi; Barber, Elinor G.
Choosing Schools from Afar. The Selection of Colleges and Universities in the United States by Foreign Students.
Institute of International Education, New York, N.Y.
SPONS. AGENCY- College Entrance Examination Board, Washington, D.C.; United States Information Agency, Washington, D. C.
REPORT NO.- ISBN-87206-145-0
PUB DATE- 86
NOTE- 65p.
AVAILABLE FROM- Publications Service, Institute of International Education, 809 United Nations Plaza, New York, NY 10017 (single copies free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Choice; *College Students; *Foreign Students; Higher Education; *Information Sources; Questionnaires; Student Adjustment; *Student Attitudes; Student Costs; Teacher Student Relationship
IDENTIFIERS- United States

The choice of U.S. colleges by foreign students studying for degrees full-time was examined. Responses were received from 1,065 students from 31 colleges. About 7 out of 10 of the students were male, 53.8% were undergraduates, and about 60% were self-supported. Almost half came from South or East Asia (49.2%), followed by Latin America (14%), Middle East (12%), Europe (11%), Africa (9%), North America (3.5%), and Oceania (1%). Findings include: 75% were satisfied with the schools they selected; for about 30% of the students, the costs of attending the school were higher than expected and recreational opportunities and relationships with professors and the community were somewhat disappointing; the main attraction of foreign study in the United States was the perceived high quality of education here; the most frequently used sources of information about U.S. schools were brochures and catalogs; other sources of information were friends, relatives, and government and private information agencies. Profiles for students from each geographic region include information on students' reasons for U.S. study, and applying to and selecting specific colleges. Appended are a list of participating colleges, instructions for administering the questionnaire on the campus, and the questionnaire. (SW)

ED 272 135 IR 012 185

Miller, Richard B.
Diagnostic Testing and Individualized Instruction of Reasoning Skills.
PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Freshmen; *Diagnostic Teaching; Diagnostic Tests; Higher Education; *Individualized Instruction; *Logical Thinking; Problem Solving; *Skill Development
IDENTIFIERS- *Reasoning Tests

Before a course to improve basic reasoning skills can be intelligently designed, it will be necessary to determine the exact nature of those skills. Research indicates that: (1) reasoning skills are highly specific, not generalized; (2) a large number of different reasoning skills exist; (3) many reasoning skills are language dependent and widely distributed; (4) patterns of weaknesses in reasoning skills are highly individual; and (5) reasoning skill weaknesses are very hard to change. In a normal lecture approach to reasoning skill instruction, the teacher decides how many skills to cover, then lectures on them in sequence; unfortunately, this type of instruction is ineffective given the specificity, the number, and the difficulty of these skills. The creative response to this situation is diagnostic testing and individualized instruction; students must be pretested to discover their individual patterns of strengths and weaknesses. If this is done, then instruction, homework, and even tests can be designed for individual students. The sequential instruction of reasoning skills in a lecture format is almost certain to fail; at most, there will be a reinforcement of existing skills in the better students and almost no genuine skill development in those who need it most. This paper briefly reviews the author's research in this area and describes in detail a pedagogical experiment based on his findings. (JB)

Computers in Education. Final Report of the Asian Seminar on Educational Technology (3rd, Tokyo, Japan, September 26-October 2, 1984).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

SPONS. AGENCY- Japan Council of Educational Technology Centers, Tokyo.; Japanese National Commission for UNESCO, Tokyo.
PUB DATE- 84
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Computer Uses in Education; Curriculum Development; Curriculum Guides; *Developed Nations; *Developing Nations; Elementary Secondary Education; Inservice Teacher Education; Instructional Innovation; International Programs; *Microcomputers; Preservice Teacher Education; Surveys; Teaching Methods
IDENTIFIERS- *Asia Pacific Region; UNESCO

Third in a series, this seminar was organized to study the various uses of computer science in education and to analyze the main trends in that field, as well as to discuss problems encountered by the national education systems of 10 countries in the implementation of computer education. This report from that seminar is divided into five major sections. The introduction describes the purpose and organization of the Asian Programme of Educational Innovation for Development (APEID) together with its participation in advanced technology activities. Chapter 2 contains survey information on current computer education and future trends for the 10 participating countries: Australia, China, India, Japan, the Republic of Korea, Malaysia, the Philippines, Singapore, Sri Lanka, and Thailand. Chapter 3 discusses such issues as trends in computer use, training for business and industry, teacher training and retraining, curriculum materials for teacher training, quality and availability of software, determining priorities in purchasing microcomputers, equality of access, ergonomic considerations, copyright, developing policy, and identification of learners. Chapter 4 presents guidelines for curriculum evaluation and development in computer education, and Chapter 5 contains 13 recommendations for curriculum organization, teacher training, regional cooperation, and UNESCO/APEID responsibilities. Appendices include a copy of the opening address, a seminar schedule and agenda, lists of the participants and members of the organizing committee, and a curriculum guide from the Japanese Ministry of Education, Science, and Culture for microcomputer training for educators. (JB)

ED 272 163 IR 012 217

McDermott, Brian G.

Developing Computer Literacy: What Are We Actually Teaching Preservice Teachers?

PUB DATE- Jan 85
NOTE- 7p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Anaheim, CA, January 17-22, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; Correlation; *Course Evaluation; Evaluation Methods; Higher Education; Microcomputers; *Preservice Teacher Education; Pretests Posttests; Prior Learning; Programing; Questionnaires; Student Attitudes; Surveys; Tables (Data); *Teacher Education Curriculum
IDENTIFIERS- Texas A and M University

Responding to the Texas Education Agency's (TEA) "Essential Computing Competencies for Educators" (1983), the teacher's education program at Texas A&M University developed several computer literacy courses for its students. An evaluation was conducted of the first of these courses, "Microcomputer Literacy for Educators," to determine whether the course met the needs of individual students with differing entry level skills and prior experience, and whether it satisfied TEA's guidelines for computer competence. Demographic and computer experience data were collected through a survey of 23 students enrolled in the course during the summer of 1984; student performance data were obtained by matching the results of each pretest and posttest item with the appropriate areas of competencies identified by TEA. Analysis of the data indicated that: (1) students who had not had any previous experience with computers improved their scores from the pretest to the posttest; (2) entering students scored relatively high (an average of 3.7 out of 5) on the attitude assessment section of the pretest, but scored only slightly higher (4.3) on the posttest; and (3) students who reported being able to type 50 words/minute or better did not show a substantial improvement in scores from the pretest to the posttest. It was concluded that although the course did include all of the computer competencies that TEA had outlined it did not appear to have made a difference in key programming skills. Four conclusions and recommendations are included as well as two references. (JB)

ED 272 192 IR 051 566

Olevnik, Peter P.
A Study of Forms of College Librarians' Participation in Decision Making, in Relation to Nine Areas of Decision Making.
PUB DATE- Jun 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Decision Making; Decision Making Skills; Higher Education; *Individual Power; *Librarians; *Library Administration; Library Planning; Library Research; Library Role; Library Surveys; Policy Formation; Tables (Data)

This paper reports the results of a study on the role of librarians in college library decision making. Emphasis is placed on the library directors' perceptions of librarians' participation in nine areas of decision making and the form of participation by librarians in these areas. The nine areas of decision making addressed by the study are: the budget development process; the budget implementation process; long-range planning; librarians' appointment decisions; librarians' promotion decisions; librarians' tenure decisions; the policy formulation process; the policy implementation process; and major library equipment or systems purchasing decisions. Data were obtained from 205 usable responses to a questionnaire mailed to library directors at 300 randomly selected colleges throughout the United States (a 68% return). It was found that the major form of librarians' participation was through individual consultation with the library director and that this was the case in six of the nine areas of decision making. Data for each area and a summary of responses are presented in 10 tables. (Author/THC)

ED 272 235 JC 860 416

Prock, Valencia N., Ed.; And Others

Health Care Ethics: Dilemmas, Issues and Conflicts. Midwest Alliance in Nursing Annual Fall Workshop (6th, Indianapolis, Indiana, September 5-6, 1985).

Midwest Alliance in Nursing, Inc., Indianapolis, IN.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.

REPORT NO.- ISBN-0-942146-11-5

PUB DATE- 86

NOTE- 146p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)

DESCRIPTORS- *Bioethics; *Ethics; Legal Problems; Medical Services; *Moral Issues; Nurses; *Nursing; *Nursing Education; Patients; *Political Issues

IDENTIFIERS- *Nurse Patient Relationship

A variety of ethical issues confronting the nursing profession are examined in these proceedings. The following papers are presented: (1) "Ethics: Care & Conflict," by Leah Curtin; (2) "The Interface of Politics and Ethics in Nursing," by Mila Aroskar; (3) "Pluralistic Ethical Decision-Making," by Rita Payton; (4) "Compassion, Technology & the Law: Three Forces Shaping Health Care," by Linda Moskowitz and George T. Lukemeyer; (5) "Nursing Ethics: The Everyday Moral Problems," by Carole Caresio and Stephen Roades; (6) "Exclusion and Confirmation: A Phenomenology of Patients' Experience with Caregivers," by Nancy Drew; (7) "Health Professionals' Obligation to Noncompliant Clients," by Jo A. Brooks; (8) "Ethical Evaluation of Nursing Diagnosis," by Mary Ellen Wurzbach; (9) "Nursing Advocate for Client Autonomy: Resolving a Dilemma," by Karla Lowe-Phelps; (10) "Research Report--Moral Distress in Nursing Practice: Experience and Effect," by Judith M. Wilkinson; (11) "Use of Predictive Factors in Severe Head Injury: Ethical Considerations," by Mariah Snyder; (12) "When the "No Code" Becomes an Early Death Certificate: A Case Study from the Family Perspective," by Jane A. Carlstrom; and (13) "Involuntary Hospitalization in the Residential Facility," by Merry Rumppe. *(AYC)*

ED 272 250 JC 860 442

Simmons, Brenda R.
Student Success: Our Mission.
Florida Community Coll., Jacksonville.
PUB DATE- Jun 86
NOTE- 147p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; Community Colleges; Data Collection; Dropout Research; Program Descriptions; Program Development; Program Implementation; *School Holding Power; Student Attrition; *Student Recruitment; Two Year Colleges; Withdrawal (Education)

The project described in this report was piloted at Florida Community College during fall 1985 to review policies and practices that can facilitate the retention of students, to propose a system of data collection and dissemination designed to provide routine, useful information about the retention of students, and to establish communications systems to review and evaluate the factors that facilitate the retention of students. Section I provides a summary of the recommendations emanating from the project based on surveys of faculty and non-returning students, and efforts focusing on recruitment and retention. Section II provides an introduction to the problem of retention at the college, including historical background and information on the evolution of the project. Section III reviews literature related to enrollment management, paying special attention to common themes such as caring attitudes, recruitment, longitudinal research, systematic articulation, instructional support systems, and evaluation. Section IV presents general enrollment information and study results for the non-returning student survey, the enrollment management survey of faculty, and the recruitment and retention projects undertaken between 1983 and 1986. A series of implementation plans for 15 retention strategies are provided in section V. Appendices contain a retention progress report, a project overview, survey data, and a discussion of retention issues. (LAL)

ED 272 338 RC 015 844

Bullock, Merriel; And Others
Demographic Profiles of the Appalachian Region. Final Report, Part Two of Three.
Tennessee State Univ., Nashville.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 54p.; For parts 1 and 3, see RC 015 843 and RC 015 845.
CONTRACT- NIE-G-85-6121
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Literacy; *Demography; Dropout Rate; Educational Finance; Elementary Secondary Education; Employment Level; Enrollment; Expenditures; Family Characteristics; Family Income; Financial Support; High School Graduates; Illiteracy; Racial Composition; *Regional Characteristics; Rural Areas; School Demography; School Personnel; *School Statistics; *Socioeconomic Status; *State Surveys
IDENTIFIERS- *Appalachia; Kentucky; Tennessee; Virginia; West Virginia

Regional and state demographic profiles highlight social, economic, and educational characteristics of the Appalachian states of Kentucky, Tennessee, Virginia, and West Virginia. Data from 1979-82 are summarized and presented in charts, tables, and graphs. Regional and state social and economic profiles include population, urban/rural population, racial/ethnic minority population, number of families and children per family, families below poverty level, household income data, and unemployment rates. Findings include a 43% rural population, 12% of families below poverty level, family income levels in three states below the national median, and state unemployment rates above the national rate. Educational profiles of the region and states include state-level organization; numbers of public and private elementary, secondary, and post-secondary schools; numbers of school personnel; school enrollment; vocational educational programs; high school graduates; minority student population; high school dropouts; adult illiteracy rates; and estimated public education expenditures and educational funding for 1981-82. Findings include dropout rates ranging from 26% in West Virginia to 34% in Tennessee with each state's dropout rate greatly exceeding the national average; less than 9 years of education for more than one-fourth of the adult population of three states; declining school enrollments since 1970, but a five-fold increase in public preprimary enrollments. A bibliography of 169 items is appended. (LFL)

ED 271 956 FL 015 811

Catran, Jack
How to Speak English without a Foreign Accent. Black English Edition.
REPORT NO.- ISBN-0-937399-05-1
PUB DATE- 85
NOTE- 70p.
AVAILABLE FROM- Jade Publications, Box 5567, Sherman Oaks, CA 91413 ($39.95 including cassettes; $29.95 for teachers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Black Dialects; Consonants; Diacritical Marking; Dialects; English; Error Patterns; *Phonology; *Pronunciation; *Standard Spoken Usage; Vowels

IDENTIFIERS- *Accents

The transcript of and guide to a two-cassette course designed to assist speakers of Black English in erasure of their accents includes an introduction on Black and Standard English usage, an explanation of the system used in this course, the pronunciation symbols used, and an explanation of how to change or eliminate trouble spots. The course is appropriate for either individual or group study and includes narrative and taped demonstrations of Standard American English that pinpoint typical phonological barriers and pronunciation difficulties and provide opportunities for corrective practice. The cassettes are not included. (MSE)

ED 271 971 FL 015 831

McClelland, James L.; Kawamoto, Alan H.

Parallel Mechanisms of Sentence Processing: Assigning Roles to Constituents of Sentences.

Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- 2 May 86
NOTE- 65p.
CONTRACT- N00014-82-C-0374
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case (Grammar); Comparative Analysis; Comprehension; Computational Linguistics; Grammar; *Language Processing; Linguistic Theory; *Mathematical Models; Psycholinguistics; *Sentence Structure; Simulation; *Surface Structure
IDENTIFIERS- *Word Order

This paper describes and illustrates a simulation model for the processing of grammatical elements in a sentence, focusing on one aspect of sentence comprehension: the assignment of the constituent elements of a sentence to the correct thematic case roles. The model addresses questions about sentence processing from a perspective very different from the conventional perspective found in computational linguistics. As a role-assignment model, it consists of two sets of units: one for representing the surface structure of the sentence and one for representing its case structure. Words are treated as patterns of activation; knowledge about them is stored in distributed form in the connections in a large network of simple neuron-like processing units. The model shows facility in dealing with such problems as frame selection, role assignment, and disambiguation, and it suggests a natural way to resolve unappealing aspects of the idea that there is a fixed set of individuated case roles. The simulation model is currently able to process only one-clause sentences, but extensions to multi-clause sentences are considered possible. (Author/MSE)

ED 271 999 FL 015 861

Scavillo, Anthony
The Commercial Course: Defense et Illustration.
PUB DATE- May 85
NOTE- 27p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; College Second Language Programs; *Course Content;

*French; Higher Education; *Languages for Special Purposes; Program Development; *Teacher Developed Materials

The development of commercial foreign language courses by colleges and universities would help to satisfy the need for language enrollments and the expressed need of the international business community for foreign language skills in American business employees. Three major problems inhibit commercial language course development: limited materials, college reluctance to permit foreign language departments to venture into this new territory, and finding competent teachers. In France, such courses have been offered for many years and in many fields. A commercial French course offered at Converse College in South Carolina includes French business letter writing practices, making and cancelling orders, shipping, discounts, billing, transportation, advertising, marketing, telephone use, the banking system, insurance, resume writing, and specialized vocabulary development. Students have requested content on the Common Market and French company types, and a follow-up course. The course has also resulted in the renewal of student interest in language study. Appendixes include information sources, examples of business letters, advertisements, and other instructional materials. (MSE)

ED 272 013 FL 015 875

Brownstein, Leonard A.
Planning and Implementation of an M.A. Program in Spanish for Business, Public Education, Social Work, Law, and Medicine.
PUB DATE- May 85
NOTE- 14p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration; *Cross Cultural Training; English (Second Language); Higher Education; Industry; Intensive Language Courses; Intercultural Communication; *Interdisciplinary Approach; *Languages for Special Purposes; *Masters Programs; Medicine; Part Time Students; *Professional Occupations; Program Development; Program Implementation; Public Service Occupations; Religious Cultural Groups; Second Language Instruction; Social Workers; *Spanish

IDENTIFIERS- La Salle University PA

La Salle University (Philadelphia, Pennsylvania) developed a three-track M.A. program in Spanish and bilingual studies which offers intensive training in Spanish and English and cross-cultural, interdisciplinary courses dealing with facets of Hispanic culture and Hispanics' adjustment problems in the United States. Track I is for bilingual teachers or teachers of English to speakers of other languages, teachers of Spanish as a first language, and other educators, counselors, and administrators. Track II is for professionals needing Spanish language training and increased bicultural understanding to function more effectively in the Hispanic community: business people, police personnel, social workers, nurses, utility company employees, industrial writers, and members of religious communities. Track III is for educators and urban professionals with a bachelor's degree who wish to develop language and/or cultural proficiencies without undertaking a second degree program. The program is for part-time students and is structured to provide a five-week immersion seminar in Spanish and development of specialized professional skills while working with peers in the Hispanic community. Language instruction in Caribbean Spanish and English for Hispanics and training in cross- cultural communication are also provided. Financial support is both public and private. Problems encountered include student costs, scheduling counseling and other services for part-time students, and faculty and administrator attitudes. (MSE)

ED 272 027 FL 015 889

Crane, Robert

The Place of Traineeships Abroad in the Curriculum of a French Business School and the Possibilities for Traineeship Exchanges with North America.

PUB DATE- May 85
NOTE- 8p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Foreign Countries; Graduate Study; Higher Education; *Intercollegiate Cooperation; *Internship Programs; Program Administration; Program Design; *Second Language Learning; *Student Exchange Programs; Study Abroad
IDENTIFIERS- Lyon Graduate School of Business (France)

The Lyon (France) Graduate School of Business (ESCL), an institution widely recognized for its training quality and depended on regionally to train executives in international business, requires two traineeships of students of international business, the first of which is linguistic in nature. ESCL requires its graduates to speak English and one other foreign language (usually German or Spanish, although a rare student will elect Japanese, Italian or Portuguese). The training is in the form of a company internship in a country in which the target language is spoken, a socioeconomic study, or an intensive language course, according to the student's need. Objectives are clearly specified, and the student must present a written report at the traineeship's end. The school has a foreign traineeship committee consisting of the relevant institutional program administrators, student representatives, and other interested faculty and students, to establish and coordinate links with organizations potentially providing traineeships outside France and to create official documents in three languages to help students in their search for practicums. Several exchange agreements have also been established with American universities, but traineeship exchanges have been harder to realize, illustrating the need for an international exchange consortium or clearinghouse. (MSE)

ED 272 122 HE 019 583

Finkelstein, Martin
Faculty Issues.
Association for the Study of Higher Education.

PUB DATE- 86
NOTE- 55p.; Prepared as part of the ASHE-ERIC Clearinghouse for Course Syllabi in Higher Education Project. For related documents, see HE 019 576-593.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Faculty; *Course Content; *Course Descriptions; Course Organization; Curriculum Development; Doctoral Programs; Graduate Study; Higher Education; *Postsecondary Education as a Field of Study; Teacher Role; *Teaching (Occupation); Teaching Guides
IDENTIFIERS- *ASHE ERIC Higher Education Course Syllabi Project; Seton Hall University NJ; State University of New York Buffalo; University of Michigan; University of Pittsburgh PA

Patterns that emerged from reviewing syllabi for courses on faculty issues are discussed, and four sample syllabi are presented. Few doctoral programs in higher education administration were identified that devote an entire course to the subject of American college and university faculty. For four courses that did devote an entire course to the academic profession, there was great similarity/overlap in the principles of organization of the course material. The basic pattern is as follows: the historical antecedents of the modern academic role as well as the current status of the profession; an examination of the academic career, including recruitment and the career ladder; the core academic work activity/role components; faculty/academic culture; the role that members of academia play in the larger society; American professors in comparison to professors in other countries; and subgroups of faculty, such as women, minorities, and part-timers. Information on assignments/course requirements for four courses is presented, along with a list of the most frequently used texts. Syllabi are presented from the State University of New York at Buffalo, University of Pittsburgh, the University of Michigan, and Seton Hall University. A list of members of the course syllabi network is included. (SW)

ED 272 178 IR 012 258

Library/Media & Computer Skills, Grades K-12. Teacher Handbook.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of School Media Programs.
PUB DATE- 85
NOTE- 259p.; North Carolina Competency-Based Curriculum: Subject-By-Subject.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competency Based Education; *Computer Literacy; Curriculum Guides; Elementary Secondary Education; *Library Instruction; *Library Skills; Minimum Competencies; Skill Development; *State Programs; Statewide Planning
IDENTIFIERS- *North Carolina

This volume of the "Teacher Handbook," a product of the extensive audit and revision of curriculum carried out by the North Carolina State Department of Public Instruction in 1984 in order to develop a basic education program for the state's public schools presents a competency-based curriculum in library/media and computer skills. Designed to ensure that each child acquires the skills necessary to become an independent learner and user of information resources, the school library/media skills curriculum is a set of clearly defined skills (locational, inquiry/investigation, reporting, literature appreciation, and reading guidance), which is initiated with the student's introduction to the media center and continued consistently through a sequential plan from kindergarten through grade 12. Introductory material in this volume includes background on the development of the North Carolina Standard Course of Study: an overview of the program's philosophy and rationale; approaches to the teaching of thinking skills and programs for exceptional children; and notes to those using the "Teacher Handbook" for the competency-based curriculum. A number of appendices are provided, including copies of The Elementary and Secondary School Reform Act of 1984 and the Standard Course of Study (North Carolina Administrative Code); lists of course requirements for high school graduation and other programs; an outline of testing requirements; a description of the textbook adoption process; and an organizational chart for instructional services. (THC)

ED 272 207 IR 051 581

Aubrey, Irene E., Ed.; And Others
Notable Canadian Children's Books. 1983 Supplement = Un choix de livres Canadiens pour la jeunesse. Supplement 1983.
National Library of Canada, Ottawa (Ontario).
REPORT NO.- ISBN-0-662-52890-5
PUB DATE- 86
NOTE- 61p.
AVAILABLE FROM- Ministry of Supply and Services, Ottawa, ON, Canada (SN 3-26/1983).
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; Awards; Book Reviews; *Books; *Childrens Literature; Elementary Secondary Education; Foreign Countries
IDENTIFIERS- *Canada

This annotated bibliography reviews 32 children's books published in Canada in 1983. The list is arranged alphabetically by author and annotations and reviews are included in both English and French. Each book is designated as suitable for a particular age group. The 18 books published in English and the 14 published in French are reviewed in separate sections. Each section has an alphabetical index listing the names of authors, titles, subject headings, and literary awards. The illustrator and translator are listed when applicable. (THC)

ED 272 265 JC 860 459

Olszak-McClaine, Lisa
Survey of 1986 Butler County High School Seniors.
Butler County Community Coll., Butler, PA.
PUB DATE- 86
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Bound Students; College Choice; College School Cooperation; Community Colleges; Enrollment Influences; High Schools; *High School Seniors; Information Sources; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Terminal Students; Two Year Colleges

In February and March of 1986, Butler County Community College (BCCC), Pennsylvania, conducted a survey of Butler County high school seniors to determine student characteristics, educational plans, influences on plans and college choice, perceptions of BCCC, and information sources. Surveys were administered in class to 1,903 seniors in seven high schools. Study findings, based on a 77% response rate (1,470), included the following: (1) 97% of the respondents were white; (2) an average of 13% of the students' parents did not finish high school, 58% had completed high school, and 29% had attended college; (3) in regard to grade point average, 15% of the students were in the 90 to 100 range, 45% were in the 80 to 90 range, and 37% were in the 70 to 80 range; (4) 817 of the students planned to attend college full-time after graduation, 279 did not plan to attend college, and 182 were undecided; (5) 173 students listed BCCC as their first choice for college attendance; (6) the majority of the seniors from all high schools indicated that they had learned nothing about BCCC through the radio or newspaper; (7) parents and other relatives were the most significant influences on students' future plans; and (8) low cost and closeness to home were the most popular characteristics of BCCC. Survey responses by high school and the survey instrument are included in the study report. (LAL)

ED 272 280 PS 015 910

Gama, Elizabeth M. P.; And Others

Teachers' Perceptions and Opinions about Educational Problems in Their School Systems.

PUB DATE- Apr 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Failure; Elementary Education; *Elementary School Students; *Elementary School Teachers; Foreign Countries; *Teacher Attitudes

IDENTIFIERS- *Brazil

Addressing a serious, long-term educational problem in Brazil, this study aimed at identifying teachers' opinions about students' failure at school and the factors related to such failure in order to understand what such opinions mean in terms of teachers' perceptions of their role. Subjects were 451 public school elementary school teachers from six counties in the State of Espirito Santo. The methodology employed was qualitative-phenomenological. After having been shown the statistics about the conditions of educational access, promotion, drop-out and faculty qualification, teachers gave their opinions and perceptions about school failure and its determinants. The data were subjected to inductive analysis; emerging issues were classified into themes and then into broad categories. Results revealed that teachers placed greater emphasis on the economical and social-psychological conditions of the child and the family as the main determinants of school failure. They excluded themselves from responsibility for school failure and displaced responsibility to the child, the family, and the central administration. (Author/RH)

ED 272 295 PS 015 926

Schwarz, J. Conrad; Mearns, Jack
Assessing Childrearing Behaviors with the Parent Behavior Form (PBF): A Comparison of Ratings by Mother, Father, Child, and Sibling.
PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Conference on Human Development (Nashville, TN, April 3-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Child Rearing; Fathers; *Generalization; Mothers; *Rating Scales; *Research Methodology; Siblings; *Test Reliability
IDENTIFIERS- Childrens Reports; Parent Behavior Form

This study examined (1) the psychometric qualities of a modified version of the Parent Behavior Form (PBF) designed to obtain ratings of parental behavior toward a child from four different family members, and (2) the effects of aggregating across raters on the reliability and generalizability of ratings of parental behavior. Subjects were 744 individuals from 186 families. The four participants from each family were a freshman college student, the mother, the father, and one sibling within 3 years of the student's age. Results showed the PBF to have overall good reliability and a consistent pattern of three factors--labeled warm involvement, harsh control, and lax control--for ratings of both mother and father by all four family members. These results suggest that the PBF can be a reliable and useful research instrument. It is probably unnecessary to reject data of subjects scoring high on either of the instrument's two validity indices. Results parallel those of Schwartz and others' study (1985) which found that aggregating ratings of multiple family members greatly increased the reliability of ratings. Findings of the Schwartz study and the present study supply strong support for the continued use of children's reports as a means of measuring childrearing behavior. (RH)

ED 272 311 PS 015 961

Runeberg, Tutta
Childhood in Finland.
Central Union for Child Welfare in Finland, Helsinki.
REPORT NO.- ISBN-951-9423-47-8
PUB DATE- 83
NOTE- 67p.
AVAILABLE FROM- Central Union for Child Welfare in Finland, Armfeltintie 1, 00150 Helsinki 15, Finland.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; Child Welfare; Day Care; *Elementary Secondary Education; *Family (Sociological Unit); *Family Health; Foreign Countries; Legislation; *Pediatrics; Play; Preschool Education; *Social Change; Special Education
IDENTIFIERS- *Finland

This booklet outlines what it is like to grow up as a child in Finland, and explains how Finnish society is looking after the new generation. The depiction begins with the birth of a child to a Finnish family, and progresses through sections describing the family as the basic unit of society, health programs, child health clinics, pediatrics in Finland, the care of handicapped children, care of the child before school age, play and children's culture, the comprehensive school, the lower secondary school, senior secondary and vocational education, children's rights and

responsibilities, child-protective legislation, child welfare initiatives, (including the recently passed Child Welfare Act of 1983), parties responsible for child welfare in Finland, adolescent life and youth policy, and progress toward adulthood. (RH)

ED 272 325 PS 015 976

Kessens, Rosanne
Themes. Informal Education Series.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 223p.; For Kessens' 1983 journal article on "themes," see ED 235 994.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Guidelines; *Learning Activities; *Open Education; Primary Education; *Thematic Approach; *Young Children

Part of the larger Informal Education Series, this publication brings together many of the materials prepared by Rosanne Kessens for teachers and parents involved in Follow Through settings. Contents first explore theme development as an integrated approach to learning and then describe strategies for planning themes. Subsequent materials offer guidelines for beginning an animal theme as well as for organizing themes about animals imaginary and ridiculous, talking animals, pourquoi stories, fables, small bugs, turkeys, houses, a hat collection, machines helping people work, toys and Christmas wishes, snow, water, and wind. (RH)

ED 271 985 FL 015 847

Linares, H. A.
Commercial Video Programs: A Component to Enhance Language Skills.
PUB DATE- 85
NOTE- 10p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Class Activities; Classroom Techniques; *Commercial Television; Higher Education; *Instructional Innovation; *Language Skills; *Programing (Broadcast); Second Language Instruction; Skill Development; *Spanish; Student Developed Materials; Teacher Developed Materials; Television Commercials; *Videotape Recordings
IDENTIFIERS- *Northern State College SD

After the passage of a resolution by the South Dakota Board of Regents to place greater emphasis on the study of foreign language, Northern State College introduced commercial video programs in Spanish for classroom use. After installing a parabolic antenna and the other necessary equipment, the department selected and edited a series of programs, restructuring them into teaching modules. The programs chosen were of three types: cultural and information programs, entertainment programs, and commercial advertisements. The presentation of the video lessons followed the following pattern: (1) Faculty preparation of a written version of the program content for distribution and students' reading before and after viewing the segment; (2) provision of a set of exercises in various formats (true-false statements, multiple-choice questions, tense identification, idiom identification, general questions, oral and written content summaries, and translations); (3) provision of time for work on troublesome sentence structures; and (4) allowing time for students to record their own versions of a particular segment. Some of the benefits of this approach have been that students began to view Hispanic people as more like themselves as they became familiar with a variety of characters from different segments of society as shown in the video programs. With the variety of characters came a diversity of voice types and an increase in exposure to nonverbal communication. This technique puts language into action, brings the target culture to the students, and attracts and maintains student attention. (MSE)

ED 272 055 HE 019 477

McBain, Susan L.
The Status of Education for the Professions. Technical Report 6.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 79
NOTE- 35p.; Prepared by the Statistical Analysis Group in Education.
CONTRACT- 300-78-0150
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Curriculum; Curriculum; Curriculum Design; Educational History; *Educational Policy; Higher Education; Professional Continuing Education; *Professional Education; State of the Art Reviews; *Student Characteristics; Student Financial Aid; Trend Analysis

The history of education for the professions is reviewed, along with the literature considering issues and controversies concerning professional education. The objective is to begin developing and issuing social indicator reports on the status of professional education that may be helpful to government agencies, accrediting bodies, and professional organizations. A conceptual framework identifies major components of professional education, issues for each component, and variables that should be included in a social indicator report. The conceptual framework covers: student characteristics, characteristics of professional curricula, factors influencing policies and practices of institutions offering professional education, availability of financial aid, and the role of continuing professional education. A social indicator report presenting time-series data on these topics would permit answers to the following research questions: (1) the status of various professions with respect to each issue; (2) whether the status of professions has changed in recent years; (3) possible future trends; (4) implications of these trends for educational policies; and (5) implications for educational policies of differences among the professions. An annotated bibliography of 20 publications is appended. (SW)

ED 272 069 HE 019 492

Niwa, Shelley; Brinkman, Paul
An Alternate Classification System for Institutions. Research Report.
National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classification; *Colleges; *Comparative Analysis; Databases; Evaluation Criteria; Higher Education; Information Systems; *Institutional Characteristics; *Peer Institutions; Records (Forms); *Universities
IDENTIFIERS- *National Center for Higher Educ Management Systems

The feasibility of developing a refined national reporting classification system for colleges and universities to complement the present classification system of the National Center for Higher Education Management Systems (NCHEMS) which categorizes institutions into five major classes was studied. For some types of national reporting the NCHEMS classification may be too broadly defined, and creating more specialized institutional groupings might facilitate comparisons among peer institutions. Eight data variables were used to sector the 1,316 four-year institutions, presently categorized as Major Doctoral, Comprehensive, and General Baccalaureate. It was concluded that the current NCHEMS classification system ought to be left as it is and that it is not workable to create in advance lists of institutions that will be truly appropriate comparison groups for a significant set of potential users. A procedure to create lists of such comparison groups is currently available using the NCHEMS database and technical assistance. The forms that are used to facilitate this process are appended (i.e., criteria selection forms). Also appended are lists of alternate groupings for institutions using three NCHEMS school categories, as well as public/private control, land grant status, and the presence/absence of a medical school on campus. Information is included on three procedures used to create groups of institutions for comparative purposes: sectoring, clustering, factor analysis. (SW)

ED 272 096 HE 019 539

Galbraith, Peter L.; Carss, Brian W.

Resource Allocation Procedure at Queensland University: A Dynamic Modelling Project.

Queensland Univ., Brisbane (Australia). Dept. of Education.
PUB DATE- Mar 86

NOTE- 175p.; Appendix C, "Model Equations," will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Change; Budgeting; *College Administration; Decision Making; *Departments; *Financial Policy; Foreign Countries; Higher Education; Models; Money Management; *Organizational Change; Policy Formation; *Resource Allocation; School Organization
IDENTIFIERS- *Univeristy of Queensland (Australia)

A structural reorganization of the University of Queensland, Australia, was undertaken to promote efficient resource management, and a resource allocation model was developed to aid in policy evaluation and planning. The operation of the restructured system was based on creating five resource groups to manage the distribution of academic resources to departments. Positive outcomes of restructuring included: time scale of decision-making, additional flexibility with funds, better information, focus for decision-making, unifying influence, and cohering new directions. Negative outcomes included: increased administrative load, confrontation between department heads, between-group competition, increasing bureaucratization, and impacts on faculties and deans. Concerns about the change that were identified included: the rationale for tenurable positions and chairs, ad-hoc decision-making, staff personal problems, and inequality of access to information. The dynamic model represented the resource allocation and management mechanisms introduced in the structural reorganization. The dynamic model was evaluated by subjecting it to a variety of scenarios in the form of system stresses and policy alternatives. Questionnaires and interview schedules are appended, along with equations for the model. (SW)

ED 272 109 HE 019 556

Lenning, Oscar T.
Previous Attempts To Structure Educational Outcomes and Outcome-Related Concepts: A Compilation and Review of the Literature.
National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 77
NOTE- 266p.; For related documents, see HE 019 557 and HE 019 560-561.
CONTRACT- 400-77-0004
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classification; *College Attendance; Educational Benefits; *Educational Objectives; Higher Education; Individual Development; Intellectual Development; *Outcomes of Education; Physical Development; Psychomotor Skills; School Community Relationship; *Student Development

A compilation of 89 structural frameworks or classifications of outcomes of higher education is presented. Each classification system or model is discussed according to the time it entered the literature. The classifications are grouped into three areas: impacts on individuals, impacts on society, and impacts on individuals and society. Some of the classifications that center on individuals have specific subtopics: eight focus on intellectual development; seven focus on emotional, cultural, and social development; and nine focus on physical and psychomotor development. Frameworks focusing on intellectual development cover effects of education on the acquisition of cognitive skills, knowledge, and understanding. A total of 35 of the classifications cover broad outcomes that affect the individual. Of the four classifications concerned with impacts on society, one covers research and development outcomes of education, and another, the social purposes of public schools. Twenty-two classifications have a broader focus on both the individual and societal outcomes of education. Included is information on the outcomes structure developed by the National Center for Higher Education Management Systems. In addition to narrative descriptions of the frameworks, charts and flowcharts provide further illustration. (SW)

ED 272 193 IR 051 567

Guidelines for Minimum Preservation Efforts in ARL Libraries.
Association of Research Libraries, Washington, D.C.

PUB DATE- 21 Jun 84
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Libraries; Guidelines; Library Collection Development; *Library Collections; *Library Cooperation; Library Planning; National Programs; *Preservation; *Research Libraries
IDENTIFIERS- Association of Research Libraries

In 1983, the Association of Research Libraries adopted as its third principal objective for a 5-year plan: "to increase the number of member libraries engaged in programs to preserve their collections." ARL efforts to achieve this objective are aimed at helping libraries meet this responsibility locally and these guidelines propose an appropriate minimum preservation effort that each research library should seek to attain. Recognizing that there is an almost infinite set of conditions that could be included in a guideline for minimum preservation efforts, the ARL has focused on five important aspects which should be attainable by its membership: (1) development of a local program statement defining preservation goals and objectives; (2) compilation of a set of statistics documenting the annual preservation activity; (3) development of a coordinated national effort to film or otherwise copy library collections; (4) housing of materials in appropriate environmental conditions; and (5) allocation of a specified minimum budgetary amount for preservation. A Research Library Group statement of minimum preservation obligations for primary collecting responsibility and a brief bibliography of other Office of Management Studies (OMS) sources of information on preservation are included. (THC)

ED 272 222 JC 860 273

Murphy, Brian; Lara, Olga
Community College Reform. Draft Outline.
California State Legislature, Sacramento. Joint Committee for Review of the Master Plan for Higher Education.
PUB DATE- 3 Jun 86
NOTE- 37p.; For a related document, see *ED 269 048*.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; College Faculty; College Role; *Community Colleges; *Educational Change; Educational Finance; Educational Improvement; *Educational Quality; Financial Policy; *Governance; *Long Range Planning; Master Plans; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

This report from the California State Legislature's Joint Committee for Review of the Master Plan for Higher Education presents proposals and recommendations regarding the future of the state's community colleges. Section I introduces the major demographic, social, and economic challenges facing the California community colleges over the next two decades, and states the intention of subsequent proposals with respect to strengthening the colleges' capacities to meet the emerging needs of the state. Section II offers recommendations to ensure that students have opportunities for access and success at the community college through adequate assessment, counseling, and placement. Section III reviews the primary goals of the community college, including recommendations for strengthening transfer education, vocational education, and transitional education (i.e., remedial education, English as a second language instruction, and noncredit adult education). Section IV focuses on faculty, administrators, and staff, covering such areas as credentials, recruitment, affirmative action, the employment of part-time faculty, tenure, collective bargaining, student services staff, professional development, and the intellectual and personal environment. Section V describes the community colleges' governance system, focusing on the roles of the board of governors, the district governing boards, and campus boards. Section VI offers a critique of community college financing and recommends a differential funding system to remedy current defects. Finally, section VII offers commitee staff conclusions concerning costs and related matters. (RO)

ED 272 042 HE 019 041

Eads, Janet M.
Student Financial Aid and the Independent Student.
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age; *College Students; Comparative Analysis; Dependents; *Eligibility; Evaluation Criteria; *Federal Aid; Higher Education; Income; Marital Status; *Need Analysis (Student Financial Aid); *Self Supporting Students; *Student Financial Aid

The definition of independent student that is used in determining eligibility for federal student financial aid is examined, along with potential compliance problems for independent students and differential treatment of independent and dependent students. Major factors for defining independence for students receiving federal financial aid are: whether the student lived with the parent for 6 weeks or more in the year prior to receiving aid, or will live with the parent for 6 weeks in the succeeding year; whether the student was claimed as an exemption or received at least $750 assistance in the year prior to receiving aid or in the succeeding year. For the 1985-1986 academic year, parents must provide a copy of their income tax return to verify that the student was not claimed as an exemption. Problems concern: verifying information provided by applicants, qualifying as independent but not demonstrating either visible means of self-support or a separate household, minimal funds available for older students, the practice of not claiming students as an exemption in order to maximize aid for their students who wish to attend out-of-state colleges, and the status of married students with normal income who apply for financial aid. An example illustrates disparities in financial aid for dependent and independent students. A 21-item bibliography is included. (SW)

ED 272 083 HE 019 522

Freise, Earl J., Ed.
The Private Sector/University Technology Alliance: Making It Work. Proceedings of a Conference of the National Council of University Research Administrators (Dallas, Texas, September 4-7, 1984).
National Council of Univ. Research Administrators, Washington, DC.
PUB DATE- 86
NOTE- 250p.
AVAILABLE FROM- National Council of University Research Administrators, One Dupont Circle, N.W., Suite 618, Washington, DC 20036 ($35.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; Computer Science; *Cooperative Programs; Copyrights; Economic Development; Engineering; Higher Education; *Industry; Inventions; Patents; Private Financial Support; *Research and Development; Researchers; *Research Universities; *School Business Relationship; Scientists; Semiconductor Devices; Technological Advancement; *Technology Transfer
IDENTIFIERS- Joint Venture; Limited Partnerships

The transfer of technology from U.S. research universities in cooperation with the private sector is addressed in proceedings of a National Council of University Research Administrators conference. The first discussion session, "New Technology from University Research and Development (R&D)," examines the university research enterprise as a national resource, new technology that supports industry in domestic economic development and trade competition worldwide. Additional sessions cover: "Industry Access to University Technology--Prospects and Problems," "Industrial Affiliate Programs--Windows on New Developments in Technology," "Products and Processes from University Licensing Programs," "New Technology from Cooperative University and Industry R&D," "The Investment Community as Catalyst," "The Role of the R&D Limited Partnerships in the Technology Alliance," "New Company Start-Ups from University R&D," "University Entrepreneurial Subsidiaries and Affiliates: A New Direction?" and "Needed: Comprehensive/Integrated Technology Transfer Programs." Session moderators and participants are identified. Also included are two speeches: "Corporate Research with the Semiconductor Industry" (Edward L. MacCordy and Larry W. Sumney); and "An Enhanced University Alliance with the Private Sector" (Julie T. Norris and Richard L. Van Horn). (SW)

ED 272 136 IR 012 186

Fisher, Kathleen M.; Lipson, Joseph I.
Educating Master Authors for Designing Instruction with the New
Electronic Technologies: The Making of Michaelangelos.
PUB DATE- Nov 83
NOTE- 12p.; Paper presented at the Annual Conference of the Western
Educational Computing Conference (San Francisco, CA, November
17-18, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software;
Curriculum Design; *Demand Occupations; Educational Trends;
*Instructional Design; *Skill Development; *Teacher Education;
Teamwork; Technological Advancement
IDENTIFIERS- Interactive Systems; *Software Design

Although the quality of educational software is increasing dramatically, the need for good instructional software far surpasses the supply. There are at present relatively few authors with the array of knowledge and skills necessary to produce high quality interactive instruction. In the absence of trained authors, much of the available software has been produced by teams of experts who typically have little experience and knowledge. This paper explores the range of skills that may be desirable for creating effective instruction with the electronic media, examines the drawbacks of existing methods of authoring instructional material, and considers the kinds of curricula that would provide education and training in the requisite skills. A course of study is envisioned which would educate "master authors" in: (1) subject matter expertise; (2) artistic and technological skills; (3) instructional design skills; and (4) information processing and learning theory. A 17-item bibliography and brief biographies of the authors are included. (Author/JB)

ED 272 150 IR 012 202

Chelimsky, Eleanor
The Condition of Information on Education. Statement Made before the Select Education Subcommittee on Education and Labor, House of Representatives.
General Accounting Office, Washington, D.C.
PUB DATE- 19 Feb 86
NOTE- 26p.; Broken print may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Resources; *Federal Government; Financial Support; *Government (Administrative Body); *Government Publications; *Government Role; Information Dissemination; Position Papers; Resource Allocation
IDENTIFIERS- *Educational Information; ERIC; National Assessment of Educational Progress; *National Center for Educational Statistics

This document reports preliminary conclusions from the General Accounting Office's (GAO) assessment of the effects of existing federally produced information on education in the United States which focused on the quality, availability, and dissemination of information on selected education topics. Issues guiding the GAO's work included: (1) how the federal investment in the collection, analysis, and dissemination of education information has changed over time; (2) the consequences of these changes; and (3) the implications of these changes for congressional oversight. Changes in the availability of funding for producing information on the condition of education are also reported, and implications of these changes both for generating information and for making it available, now and in the near future, are discussed. (THC)

ED 272 164 IR 012 218

Randell, Shirley, Ed.
The Human Face of Technological Change. Theme Papers from the Silver Jubilee Conference of the Australian College of Education (25th, Australian Capital Territory, Canberra, May 5-9, 1984).
Australian Coll. of Education, Carlton, Victoria.
REPORT NO.- ISBN-0-909587-32-9
PUB DATE- 84
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Communications Satellites; *Educational Technology; Educational Television; *Educational Trends; Foreign Countries; Humanization; *Technological Advancement
IDENTIFIERS- Australia

Papers presented at the 25th annual conference of the Australia College of Education addressed four major themes: The Brave New World of 1984; The Communications Revolution; Being Human in a Technological Age; and Implications of the Technological Society of Education. Papers in this volume include: (1) "The Challenge of Education in the Brave New World" (Ninian Stephen); (2) "Facing the Brave New World: Will the Sleepers Wake in Time?" (B. O. Jones); (3) The Buntine Oration: "Education--On Hanging in There" (M. D. Kirby); (4) "Television in the Satellite Age" (E. Fell); (5) "Some Aspects of the Communications Revolution" (R. Mere); (6) "Being Human in a Technological Age: A Social Response" (D. Green); (7) "Being Human in a Technological Age: An Educational Response" (J. D. McCaughey); (8) "The Future of Schooling in the Age of Technology" (L. Connors); (9) "Towards a More Innovative Australia" (P. Ellyard); (10) "On Being Humanly and Scientifically Educated" (A. Peacocke); and (11) "The Commonwealth Government's Objectives and Priorities for Education and Technology" (R. Johnson). (THC)

ED 272 208 IR 051 582

Milevski, Sandra N.
Public Laws of the 98th Congress Relating to Information Policy. Report No. 85-215 S.
Library of Congress, Washington, D.C. Congressional Research Service.
REPORT NO.- TK-7885-F
PUB DATE- 14 Mar 86
NOTE- 101p.; Appendix contains small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Archives; Clearinghouses; Confidentiality; Educational Technology; *Government Publications; Information Dissemination; *Information Systems; *Information Technology; Intellectual Property; *Laws; Legislation; Libraries; Library Planning; Telecommunications
IDENTIFIERS- *Congress 98th; *Information Policy; Information Resources Management

This study enumerates statutes of the 98th Congress treating information-related concerns. Limited to public laws of a substantive nature, the topical overview of areas of congressional concern is divided into nine sections: (1) Federal Information Resources Management; (2) International Communications and Information Policy; (3) Telecommunication, Broadcasting, and Satellite Transmission; (4) Intellectual Property; (5) Library and Archives Policies; (6) Information Disclosures, Confidentiality and the Right of Privacy; (7) Computer Security and Crime; (8) Information Technology for Education, Innovation, and Competitiveness; and (9) Government Information Systems, Clearinghouses, and Dissemination. Brief consideration of parallel developments in the executive branch and private sector for 1983-1984 are included, along with significant laws from the 95th through 97th Congresses. Information policy public laws for 1977-1984 are listed by year in the appendix. (Author)

ED 272 312 PS 015 962

Wohlfarth, H.
Colour and Light Effects on Students' Achievement, Behavior and Physiology.
Alberta Dept. of Education, Edmonton.
PUB DATE- May 86
NOTE- 219p.; Some tables contain small print. Figure 4, page 39, contains color samples that will not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Affective Behavior; *Classroom Environment; *Color; Elementary Education; *Elementary School Students; Elementary School Teachers; *Environmental Influences; Foreign Countries; *Lighting; Physiology
IDENTIFIERS- *Electromagnetic Field; *Ultraviolet Light; Wetaskiwin School District AB

A quasi-experimental non-equivalent control group design was used to investigate the effects of full-spectrum light, prescribed color and light/color combinations, ultra-violet light, and electromagnetic radiation in an elementary school environment. Four schools in the Wetaskiwin School District, Alberta, were involved in the study; three served as experimental groups and one as a control group. Independent variables were exposure to full-spectrum light or prescribed cool colors for teachers and prescribed warm colors for students or a combination of light and color treatments, ultraviolet light for a sample of grade five students, and elimination of electromagnetic radiation for a sample of grade three students. Dependent variables were primarily student academic, physiological, and affective outcomes and also included blood pressure as a teacher physiological measure. A pre-experimental static-group comparison design was used in the investigation of mood and noise. Overall results support a call for additional field-based and laboratory research into the effects of color, light, and color/light combinations. Findings regarding the beneficial effects of ultraviolet light and reduction of electromagnetic radiation in the school environment support strong recommendations for further study of these effects. An extensive literature review of research findings on light and color is included in the report, which also contains 58 tables, 12 figures, and a bibliography. Appendixes include an analysis of pre-adolescent mood variation, a report of an investigation of electromagnetic radiation and student off-task behavior, and an illuminance survey of schools of the Wetaskiwin School District. (Author/RH)

ED 272 326 PS 016 015

Moilanen, Carolyn; And Others
School Age Child Care in the Portland Public Schools. 1985-86 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Apr 86
NOTE- 33p.; Appendix C contained three copyrighted articles which have been omitted.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Administration; Educational Philosophy; Educational Policy; Interviews; Models; *Pilot Projects; Policy Formation; Program Design; *Public Schools; *School Age Day Care; School Community Programs; *Student Needs
IDENTIFIERS- *Oregon (Portland); Site Visits

To help members of the Portland Public Schools' Board of Education make informed decisions about the school district's role and responsibility for before-school and after-school child care programs, research and evaluation staff gathered information concerning policy, administration, and program issues. Findings, conclusions, and recommendations are offered in sections focusing on (1) a philosophy of school age child care which emphasizes that children's developmental needs be met in informal learning environments which complement the school program, (2) the historical record of demonstrated need for such programs in the Portland Public School District, (3) reports in the literature of models of public school participation in school age child care programs, and (4) data collected during site visits to six pilot programs supported by the Portland district and telephone interviews with principals at the pilot sites. (RH)

ED 272 339 RC 015 845

Bullock, Merriel, Ed.

Needs Assessment of the Appalachian Region: Results of Think Tank and Survey. Final Report, Part Three of Three.

Tennessee State Univ., Nashville.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 198p.; For parts 1 and 2, see RC 015 843-844.
CONTRACT- NIE-G-85-6121
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Organization; *Educational Needs; *Educational Planning; Educational Strategies; Educational Trends; Elementary Secondary Education; Institutional Characteristics; Institutional Cooperation; Needs Assessment; Program Descriptions; Questionnaires; *Regional Characteristics; *Regional Laboratories
IDENTIFIERS- *Appalachia; Kentucky; *Regional Educational Laboratories; Tennessee; Tennessee State University; Virginia; West Virginia

A project report describes a Tennessee State University planning project for an educational laboratory serving the Appalachian states of Kentucky, Tennessee, Virginia, and West Virginia. A needs assessment and think tank session were conducted to identify educational problems, gather data on educational strengths/weaknesses in each state, generate ideas for educational improvement, explore research options of educators, suggest new programs/research topics, identify strategies for educational laboratory operations/services, and explore potential relationships with other Appalachian educational organizations. Regional problems were analyzed from state, regional, and national perspectives. Educational trends for the Appalachian region were discussed. Educational research, development, dissemination, assistance, and training capabilities of organizations in the region were assessed and their effectiveness evaluated. An organizational design for the regional educational laboratory was proposed. Capabilities of Tennessee State University to establish a laboratory were described, including staff, research/development activities, facilities, equipment, library resources, and satellite institutions. Strategies for governance, management, planning, and evaluation systems for the laboratory were presented. Extensive appendices list survey and think tank participants, related research projects of Tennessee State University and its satellites, and recurring educational problems identified in the think tank session. A bibliography with 169 references is included. (LFL)

ED 271 957 FL 015 812

Ninio, Anat; Wheeler, Polly
A Manual for Classifying Verbal Communicative Acts in Mother-Infant Interaction.
PUB DATE- Apr 86
NOTE- 83p.; Preparation of this coding system was supported by Grant No. 2467/81 from the United States Binational Science Foundation.
AVAILABLE FROM- Carnegie-Mellon University, Department of Psychology, 3328 Longbow, Pittsburgh, PA 15235.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Journal Articles (080)
DESCRIPTORS- Classification; *Computer Oriented Programs; *Indexing; Infants; Interpersonal Communication; *Mothers; *Parent Child Relationship; Reading Aloud to Others; Research Methodology; Social Behavior; *Speech Acts; *Verbal Communication
IDENTIFIERS- *Coding

This manual outlines a coding system for the categorization of social action performed in talking, in the context of mother-infant interaction. The system, constructed for investigating the acquisition of language for social-communicative purposes, codes talk on two levels: the single utterance, and the interchange. Both kinds of units are defined functionally as well as grammatically, and in both cases the analysis is communicative rather than strictly functional. In the utterance, the analysis codes for the intended illocutionary act; in the interchange, it codes for the speaker's overt framing (i.e., defining) of the immediate social situation. The manual is divided into 11 sections as follows: (1) an introduction explaining the notion of framing and the interactive functions of talk interchanges; (2) types of verbal interchange; (3) speech act codes, categories, and definitions; (4) coding rules for classifying types of verbal interchange; (5) coding rules for classifying verbal moves and acts within types of verbal interchange; (6) coding guidelines for book-reading; (7) transcription rules; (8) a method of dividing the corpus into codable units; (9) general coding and indexing rules relating to the format of the computer file; (10) a glossary and index of interchange codes; and (11) a glossary and index of verbal act codes. (MSE)

ED 271 972 FL 015 834

Supramaniam, Saradha; Sahraie, Hashem
Assessment and Placement in a Multicultural School.
PUB DATE- Mar 86
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Children and Adults with Learning Disabilities (23rd, New York, NY, March 12-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Counseling Services; *Cultural Background; *Curriculum Design; Diagnostic Tests; Educational Background; High Schools; International Organizations; *Multicultural Education; Program Descriptions; Student Characteristics; *Student Placement
IDENTIFIERS- *Diversity (Student); *United Nations International School NY

The wide range of languages, cultural backgrounds, and educational experience of the children attending the United Nations International School, a college preparatory school with students from over 100 countries, requires adaptation in assessment, placement, and curriculum practices. Students in this school face, in addition to the usual adolescent adjustments and anxieties, some unique problems due to the international nature of the school and its lack of cultural homogeneity as well as to the different and sometimes conflicting demands of two other subcultures, namely, the city of New York and the home environment. Many students have already attended a number of schools and may also suffer from homesickness. In this situation, counselors must come to terms with their own biases, refute cultural generalizations, step outside their own cultural boundaries, and free themselves from cultural biases. Assessment and placement provide special challenges because of the diversity of students' educational backgrounds and languages, their lack of familiarity with American testing practices and language, and different writing and notational systems. The search for appropriate testing approaches and instruments is a constant one, and an item bank is currently being developed for future test construction and adaptation. Sample items from several tests are appended. (MSE)

ED 272 123 HE 019 584

Alexander, Kern
Finance.
Association for the Study of Higher Education.
PUB DATE- 86
NOTE- 15p.; Prepared as part of the ASHE-ERIC Clearinghouse for Course Syllabi in Higher Education. For related documents, see HE 019 576-593.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Budgeting; Course Content; *Course Descriptions; *Course Objectives; Course Organization; Curriculum Development; *Educational Economics; *Educational Finance; Financial Problems; Graduate Study; Higher Education; *Money Management; *Postsecondary Education as a Field of Study; Reading Materials; Teaching Guides
IDENTIFIERS- *ASHE ERIC Higher Education Course Syllabi Project

Patterns that emerged from reviewing syllabi for 12 courses on higher education finance are discussed. The prevailing purpose of the course appeared to be to provide an introduction to fiscal problems and issues in higher education. Some courses did, however, go beyond the introductory stages to analyze the economics of higher education. Most courses required students to follow a syllabus with an outline of weekly topics and to prepare a paper on a related topic. Student evaluation was usually based on test scores, papers, class reports, and class participation. The courses were generally conducted in seminars involving some limited lecturing by the instructor and, in some cases, extensive use of invited speakers. Integral to many of the courses was the preparation and presentation of papers by students. Most of the courses employed extensive readings from journals, articles, and chapters in several books touching on higher education finance. There was no single text that covers the totality of higher education finance, including economic theory, state and federal programs for resource distribution, and budgeting and management practices. The most commonly used texts are identified, along with specific course objectives among the 12 courses that were reviewed. The emphasis in subject matter is also addressed. A list of members of the course syllabi network is included. (SW)

ED 272 179 IR 012 261

Computer Books for Children. A Basic List.
Cuyahoga County Public Library, Cleveland, Ohio.
PUB DATE- 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Books; *Childrens Literature; *Computer Literacy; *Computers; Computer Science; *Computer Software; Elementary Secondary Education; Library Collections; Library Material Selection; *Programing
IDENTIFIERS- Childrens Libraries; Selection Tools

This annotated bibliography describes more than 60 children's computer books recommended for inclusion in an average size children's library collection. These books were published between 1983 and 1985, and each was chosen by a committee of children's librarians. The list is arranged in three sections: (1) Computer Literacy; (2) How to Program; and (3) Programs for Input. Entries include author, title, publisher, publication date, ISBN number, price, Library of Congress call number, and a short annotation. (Author/THC)

ED 272 236 JC 860 417

Welch, William H.

A Situational Approach to Technical Writing Coursework.

PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Writing; *Feedback; Postsecondary Education; Student Evaluation; Student Writing Models; *Technical Writing; *Writing Exercises; Writing Improvement; *Writing Instruction

The situational approach is one effective way of presenting students with technical writing assignments that represent "a close approximation of the writing chores which befall the gainfully employed technical writer in industry." The approach includes elements of both simulation and game playing, with some significant differences. The situational writing assignment includes three elements: (1) the situation, i.e., a detailed statement of the circumstances under which the writing job is to be performed; (2) the task, i.e., a description of what the writer must do to successfully deal with the demands of the situation and the specifications that apply to the writing assignment; and (3) feedback, i.e., the process of assigning a point score to the writing effort and of indicating the probable consequences of the effort in terms of its usefulness. The situational approach can be adapted to most technical writing assignments and tailored to students at any college level, and instructors who use the approach can expect a favorable response from students who benefit from authentic industrial writing situations, reinforced by appropriate feedback. (RO)

ED 272 251 JC 860 443

Jones, Steven W.
Determining the Impact of Biographical and Situational Variables on the Leadership Styles and Effectiveness of Community/Junior College Administrators.
PUB DATE- Oct 85
NOTE- 138p.; Ed.D. Major Applied Research Project, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; Administrator Qualifications; Administrators; *College Administration; Community Colleges; Females; *Leadership Qualities; *Leadership Styles; Males; Questionnaires; *Sex Differences; Sex Stereotypes; Two Year Colleges

A study was conducted to determine if differences existed in the leadership styles of senior level administrators in two-year colleges as a result of situational and biographical variables, including gender. The Leader Effectiveness and Adaptability Descriptor (LEAD) instrument and a biographical/situational questionnaire were mailed to 150 female and 150 male administrators. Study findings, based on an adjusted response rate of 75.7% (106 women and 121 men), included the following: (1) 69% of the men and 50% of the women held doctoral degrees; (2) 92.6% of the men, compared to 58.5% of the women, were married; (3) men had more experience in higher education administration than did women; (4) no differences in management styles were found to exist as a function of job responsibilities, reporting levels, collective bargaining arrangements, gender, or experience in higher education; though differences in management styles were identified as a function of institutional size, age, and educational achievement; and (5) female administrators over 40 years of age tended to be more collaborative and to emphasize more decentralized decision-making approaches than their younger female counterparts. The survey instruments are appended. (LAL)

ED 272 266 PS 015 392

Govier, Heather; Bake, Charles
Problems and Investigations in the Primary School.
London Borough of Croydon Education Dept., Croydon (England). Davidson Centre.
PUB DATE- Dec 84
NOTE- 51p.; Filmed from best available copy. Illustrations and handwritten material may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Ability; *Educational Innovation; *Educational Resources; Elementary Education; *Elementary School Curriculum; *Microcomputers; *Problem Solving; Program Descriptions; Program Implementation
IDENTIFIERS- *Computer Uses in Education

One of a series, this booklet and related programs have been developed to help primary school teachers in England introduce problem solving and investigatory activities to their pupils. The theory of problem solving which underlies the views in this booklet is that of Professor Keith Jackson, director of the Bulmershe-Comino Problem Solving Project, who argues that people can learn to obtain better results by adopting a more methodical approach to life. Jackson differentiates ordinary, special, and problematic situations in life and identifies six sequential stages of problem solving methods and over 20 related strategies. Part 1 of this booklet identifies those stages and processes of problem solving and identifies problem solving strategies incorporated into 13 instructional computer programs for primary school students. Part 2 discusses children and problem solving, teachers and problem solving, using real problems in instruction, using investigations, and using microcomputers in problem solving and investigatory work by children. Guidelines for using the computer programs related to the booklet are offered, and other programs considered valuable for instructing junior age children are mentioned. Appendices describe the Bulmershe-Comino Problem Solving Project, report its findings, suggest guidelines for reviewing an exercise or lesson, list the stages and processes of problem solving, and report a junior school teacher's experience in introducing problem solving into the curriculum. (RH)

ED 272 281 PS 015 911

Gama, Elizabeth M. P.; de Jesus, Denise M.

Teachers' Expectations and Causal Attributions for Students' Academic Achievement.

PUB DATE- Apr 86
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Attribution Theory; Elementary Education; *Elementary School Students; *Elementary School Teachers; *Expectation; Foreign Countries
IDENTIFIERS- *Brazil

The purpose of this study was to identify teachers' expectations of schooling and their causal attributions regarding the academic performance of their students. Data were collected by means of a questionnaire administered to 451 elementary school teachers. Analyses led to the following conclusions: (1) teachers hold high expectations of schooling for successful students and low expectations for unsuccessful ones; (2) major reasons for the high expectations of schooling for successful students were the students' and their families' interest in academic life and the students' intellectual aptitude; (3) the major reasons for the low expectancy level for unsuccessful students were low socioeconomic status and their own and their families' lack of interest in academic life; (4) academic success was attributed to effort, family interest, and teachers' skills in teaching and in relating to students; and (5) academic failure was attributed to low socioeconomic status, lack of family interest, lack of effort, and failure to do school work. Six references and four statistical tables conclude the document. (Author/RH)

ED 272 296 PS 015 927

Kaplan, Barbara

Performance on Two Conservation Problems with Initial Nonequivalence.

PUB DATE- May 86
NOTE- 19p.; Paper presented at the Annual Symposium of the Jean Piaget Society (16th, Philadelphia, PA, May 29-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Conservation (Concept); *Kindergarten Children; Perception; *Performance Factors; Primary Education; *Schemata (Cognition); *Stimuli
IDENTIFIERS- *Equivalence Conservation

Fifty-eight kindergarten children were assessed on traditional presentations involving the conservation of number and liquid. Each conservation test contained two different items and began with the stimuli quantitatively and perceptually equal. Two other conservation tasks for number and liquid with initial nonequivalence followed. Performance on tasks with initial equivalence and tasks with initial nonequivalence were not closely related. Children's strategies for solving tasks with initial nonequivalence frequently involved consideration of auxiliary problems and were not the most parsimonious in obtaining an answer. Results suggest that whether children can access appropriate schemata for making conservation judgments is influenced by variations in the tasks and that the schemata used in considering tasks with initial equivalence or nonequivalence may themselves vary. (Author/RH)

ED 271 986 FL 015 848

Tang, Michael S.
Microcomputers, Software and Foreign Languages for Special Purposes:
An Analysis of TXTPRO.
PUB DATE- 85
NOTE- 90p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835. Some pages have small print.
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Oriented Programs; *Computer Software; *Descriptive Linguistics; *Discourse Analysis; Graduate Study; Higher Education; *Languages for Special Purposes; *Microcomputers; *Research Tools; Second Language Instruction

TXTPRO, a computer program developed as a graduate-level research tool for descriptive linguistic analysis, produces simple alphabetic and word frequency lists, analyzes word combinations, and develops concordances. With modifications, a teacher could enter the program into a mainframe or a microcomputer and use it for text analyses to develop more relevant and practical lesson plans for any foreign language taught for special purposes. A simplified version has already been developed for microcomputers, but it must be used with a word processing program and it requires considerable experience, time, and manipulation by the operator to produce results. Its principal value at present lies in its usefulness as a research tool for analyzing written and oral language for special purposes or for designing a textbook for technical and scientific translation. Appended materials include a guide for running TXTPRO on IBM-PC and IBM-Compatible Computers, as well as samples of TXTPRO output. (MSE)

ED 272 000 FL 015 862

Cochelin-Parrott, Andree
The Commercial French Course: An Added Asset in Language Acquisition.
PUB DATE- May 85
NOTE- 14p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Course Content; Cultural Education; *French; *Geography; Higher Education; International Trade; *Languages for Special Purposes; Second Language Instruction
IDENTIFIERS- College of Charleston SC; *France

Many notions can be incorporated into the foreign language commercial course to explain and complement its intrinsic technical content. A course in commercial French was developed at the College of Charleston (South Carolina) in response to the foreign language instruction opportunities and potential graduate employment opportunities provided by the growth of international industry in South Carolina. The course augmented the basic language skills and vocabulary of business practice with the study of French geography and its relationship to the infrastructure of the French economy, including agriculture, transportation, trade, and industry. The course also included study of the Common Market and its history, attitudes held by different segments of the economy, the relationship of social history to economic development, and the personality of the French people that Americans are likely to encounter in business. Such a course must be carefully planned and monitored so that it is not overwhelming. Its complexity depends on the preparedness and enthusiasm of the class, but it can be a valid addition and a valuable asset to a foreign language program. (MSE)

ED 272 014 FL 015 876

Perez-Erdelyi, Mireya
The Total Package.
PUB DATE- May 85
NOTE- 12p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Classroom Techniques; *Cross Cultural Training; Cultural Context; *Dialogs (Language); Higher Education; Hispanic Americans; Immigrants; *Languages for Special Purposes; Language Styles; Puerto Ricans; Second Language Instruction; *Social Work; *Spanish; Undergraduate Study

This paper describes a unit in undergraduate Spanish language and cross-cultural training for social workers, which includes both linguistic content and content concerning the cultural and human elements in the social worker's contact situation. The unit consists of: (1) a five-part case history concerning the school placement of a six-year-old Hispanic suspected of having a learning disability showing how a social worker, educational evaluator, school psychologist, and the child's mother work together in the placement process; (2) a series of short texts in intermediate Spanish to acquaint students with Puerto Rican geography, history, politics, economics, and social context; and (3) Puerto Rican songs and poetry. The unit is designed to integrate the linguistic, professional, and cultural elements in a course in Spanish for special purposes intended to train professionals in providing culturally sensitive services to Hispanic youth and families. Several dialogs from the unit are included in the text. (MSE)

ED 272 028 FL 015 890

Gragg, Michele; Tcachuk, Alejandra

Proficiency Exams Offered by Chambers of Commerce: Legal and Pedagogical Aspects.

PUB DATE- May 85
NOTE- 12p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835. Document contains broken print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; French; Grading; *International Cooperation; Language Proficiency; *Language Tests; *Legal Responsibility; Regional Dialects; School Responsibility; Second Language Instruction; Spanish; *Test Reliability; *Test Validity
IDENTIFIERS- *Chambers of Commerce; France; Spain

The two most commonly used language proficiency tests offered in the United States by foreign countries' chambers of commerce are those of Spain and France. The Spanish test has been introduced recently and has no rigorous and uniform set of rules governing its administration at all centers. Issues arising from the administration of this exam include questions of the foreign agency's responsibility and the school's legal responsibility, testing consistency, grading, discrepancies in regional usage, and the target audience. The Chamber of Commerce and Industry of Madria has been cooperative and responsive to questions and suggestions about test administration, and has proven interested in the adequacy of the test centers chosen in the United States. The French language certificate exam offered by the Chamber of Commerce and Industry of Paris, consisting of written and oral segments, is well documented for the test administration centers. The test has become increasingly rigorous in recent years, and some knowledge of the exam's format and content would be helpful to institutions in planning curricula leading to it. In addition, coordination of the exam's difficulty level as it is administered in various test centers is advisable for consistency. (MSE)

Martin, Joseph D., Jr.
Desegregating Graduate and Professional Programs in Public Universities, 1935-1940: The Application of the Fourteenth Amendment.
PUB DATE- 16 May 86
NOTE- 18p.; Paper presented at the Annual Colloquium of the Council of Graduate Students in Education, University of Pittsburgh School of Education (11th, Pittsburgh, PA, May 16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Black Students; College Applicants; *College Desegregation; *Court Litigation; Educational

Opportunities; Equal Education; *Graduate Study; Higher Education; Law Schools; *Professional Education; Public Colleges; *Racial Discrimination; *State Universities
IDENTIFIERS- *Fourteenth Amendment; Maryland; Missouri; University of Maryland; University of Missouri

The first two court approved desegregation cases involving graduate and professional public schools during 1935-1940 are discussed. These cases demonstrate a shift in emphasis from segregated to desegregated public graduate and professional schools. The court invoked the Equal Protection Clause of the Fourteenth Amendment in both Maryland and Missouri cases. In Maryland, Donald Gaines Murray, a black Maryland resident and college graduate who was qualified for admission to the University of Maryland Law School was denied admission, apparently on the basis of his race. The school offered the applicant an out-of-state scholarship to any other graduate law school. The State Supreme Court ruled that Murray must be admitted since he was qualified and because the state provided only one law school. In Missouri, Lloyd Gaines, a qualified, black college graduate was denied admission to University of Missouri Law School. This case was finally decided by the U.S. Supreme Court, which ordered Gaines to be admitted. Both cases emphasized equality and raised a number of questions, including: is it unconstitutional for a person to travel to another state to obtain an education available within the state, and is a separate graduate/professional school equal because a state erects one as a minority school? (SW)

ED 272 070 HE 019 493

Brinkman, Paul
Trends in Institutional Financing. Practitioner Report.
National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Capital Outlay (for Fixed Assets); Educational Finance;

*Federal Aid; *Financial Support; *Higher Education; Income; Operating Expenses; Parent Financial Contribution; Private Colleges; *Private Financial Support; *Resource Allocation; School Taxes; *State Aid; State Colleges; Student Costs; Student Financial Aid

Data concerning higher education revenues during fiscal years 1973-1980 were collected. Four institutional perspectives were examined: market shares, sources of revenue, fund balances, and unit revenues. Six consumer-investor dimensions were also covered: the shares from federal, state, and local governments; private donor's share; the school's share; the student and family's share; and the total amount of resources going to higher education by source. Data were collected on: current fund revenues received by various types of institutions; educational and general (E&G) revenues; largest single source of current fund revenue and E&G revenue by type of institution; end-of-year fund group balances (current, loan, endowment, annuity, and plant) for public, private, and proprietary institutions; student-related revenues per weighted full-time-equivalent student by type of institution; federal aid to students by type of program; federal expenditures to institutions by purpose; federal tax expenditures; state and local government aid for current operations, tax expenditures, and capital costs; estimated voluntary support by source and purpose; institutional costs for operations and capital costs; and student-family direct and indirect costs. The data are accompanied by narrative explanations. (SW)

ED 272 097 HE 019 541

Morrison, James L.
Establishing an Environmental Scanning System to Augment College and University Planning.
PUB DATE- Jul 86
NOTE- 33p.; Paper presented at the Annual Meeting of the Society for College and University Planning (21st, San Diego, CA, July 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstracting; Change Strategies; Classification; *College Planning; Computer Oriented Programs; Futures (of Society); Higher Education; Information Sources; *Long Range Planning; Organizational Change; *Prediction; *Program Implementation; *Trend Analysis
IDENTIFIERS- *Environmental Scanning; Futures Research; Strategic Planning

A plan to establish an environmental scanning and forecasting system for colleges and universities is discussed as a way to maximize long-range planning. After proposing a program structure, attention is directed to methods of gaining organizational acceptance, developing a comprehensive taxonomy with an electronic filing system, identifying and assigning information resources, securing scanners, and training scanners and abstracters. Brief descriptions are included of activities involving the scanning committees, including conduct of meetings, training committee members in forecasting techniques, developing the scanning newsletter, and writing issue briefs. The primary purpose of an environmental scanning and forecasting system is to identify and analyze trends in order to uncover emerging issues that may affect the ability of colleges to perform their missions. The desired result would also be to provide the college's senior management with complete, objective, and detailed information about the external environment to help anticipate what is happening in the state, region, and nation. In support of the college's strategic planning process, the scanning committee would analyze and evaluate scanning abstracts on a monthly or bimonthly basis. (SW)

ED 272 194 IR 051 568

Graham, Elaine
Cataloging Policies and Procedures for the Hospital Library. Third Edition.
California Univ., Los Angeles. Biomedical Library.; Pacific Southwest Regional Medical Library Service, Los Angeles, CA.
SPONS. AGENCY- National Library of Medicine (DHHS/NIH), Bethesda, Md.
PUB DATE- 82

NOTE- 84p.; For related documents, see IR 051 569-571.
CONTRACT- USPHS-N01-LM-2-3514
AVAILABLE FROM- Publications, PSRMLS/Biomedical Library, Center for the Health Sciences, University of California, Los Angeles, CA 90024 ($7.95).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cataloging; *Classification; Guidelines; Hospital Libraries; Library Catalogs; *Library Materials; Library Technical Processes; *Medical Libraries; Subject Index Terms
IDENTIFIERS- *Medical Subject Headings

This document presents guidelines for the subject cataloging and classification of hospital library materials with emphasis placed on using the National Library of Medicine's Medical Subject Headings (MeSH) and the National Library of Medicine Classification. Following an introduction, the guidelines are divided into 10 major sections: (1) descriptive cataloging of books, including main entry, body of the card, and added entries; (2) subject cataloging of books, including subject heading lists, use of MeSH, subject authority file, subject headings for persons and places, subheadings, and revision of subject headings; (3) classification of books; (4) serials, including descriptive and subject cataloging and classification; (5) catalog card set, including main entry card, bibliographic added entry cards, subject added entry cards, and shelf list card; (6) sources of cataloging information, including preprinted catalog cards and sources for copy cataloging; (7) catalog card reproduction; (8) filing catalog cards; (9) cataloging statistics; and (10) labeling books and journals. A list of full bibliographic and ordering information for all publications mentioned in the text is appended. (THC)

ED 272 043 HE 019 123

Wyman, Thomas H.
Liberal Learning and the Corporation.
Dickinson Coll., Carlisle, Pa.

PUB DATE- 14 Nov 85
NOTE- 9p.; Speech presented by the recipient of Dickinson College's Benjamin Rush Award for Humanistic Values in Corporate Life (Carlisle, PA, November 14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; *Administrator Qualifications; College Graduates; *Education Work Relationship; Higher Education; *Leadership Qualities; *Liberal Arts; *Management Development; Outcomes of Education; *School Business Relationship
IDENTIFIERS- *CBS Incorporated

The relationship between business and the liberal arts is discussed by the Chairman of CBS, Inc. The following attributes are identified as valuable to a liberal arts education: an open, inquiring, and flexible mind; the possession of broadly applicable skills; the exercise of individual judgment; adaptability to change; affection for the arts; and ability to write and speak clearly and to read. Successful executives will be those who understand and interpret complex relationships. To be effective demands continual reconsiderations of assumptions underlying old and familiar networks, as well as the gathering and sorting of new information. Managers need to be flexible, critical, and capable of continuous learning, as well as capable of anticipating change. To examine the influence of the liberal arts educational background on effective business leadership, CBS has funded the establishment of a Corporate Council on the Liberal Arts at the American Academy of Art and Sciences. Information is being collected on the role of liberal arts graduates employed at CBS. In addition, the performance of liberal arts and non-liberal arts graduates will be compared over a 5-year period. An experimental Faculty-in Residence Program at CBS is also briefly described. (SW)

ED 272 110 HE 019 557

Lenning, Oscar T.

The Outcomes Structure: An Overview and Procedures for Applying It in Postsecondary Education Institutions.

National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 77
NOTE- 84p.; For related documents, see HE 019 556 and HE 019 560-561.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classification; College Administration; *College Attendance; College Planning; Decision Making; Definitions; *Educational Assessment; *Educational Objectives; Educational Research; Needs Assessment; *Outcomes of Education; *Postsecondary Education; Program Evaluation; Program Implementation; Workshops
IDENTIFIERS- *National Center for Higher Educ Management Systems

A summary of the Outcomes Structure developed by the National Center for Higher Education Management Systems (NCHEMS) is presented. The Outcomes Structure consists of three dimensions: those affected by the outcome (the audience); the type of outcome; and when the outcome occurs or is expected to occur (time). Potential uses of the Outcomes Structure are considered: communication; stimulation; research; and planning, management, and evaluation (e.g., needs assessment; goal identification, assessment, and translation). Guidelines are provided for using the structure to accomplish the following processes: generating lists of priority outcomes, classifying outcomes, and storing and retrieving outcomes information. Suggestions to help trainers and others orient their campus to the Outcomes Structure are included. Appendices include: the coding scheme for the structure, definitions and outcome measure or indicator examples for the type-of-outcome subcategories, an example of outcomes classified with the structure using outcome statements from the NCHEMS Outcomes Inventory, possible copy for a brochure introducing outcomes concepts and the Outcomes Structure; questions and criticisms of the structure posed by particular reviewers and responses from the developers of the structure; and materials for campus orientation workshops. (SW)

ED 272 137 IR 012 187

Deshler, David; Gay, Geraldine
Educational Strategies for Interactive Videodisc Design.
PUB DATE- 16 Apr 86
NOTE- 10p.; Paper presented at the Annual Conference of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; Cognitive Development; *Computer Assisted Instruction; Humanistic Education; *Instructional Design; *Interactive Video; *Learning Theories; Microcomputers; Technological Advancement; *Videodisks
IDENTIFIERS- Learner Control

This paper discusses various educational strategies for interactive videodisc design that were derived through scanning, synthesizing, and simplifying implications from a wide variety of learning theories. Four initial assumptions about videodisc technology are presented: (1) videodisc systems are more likely to be effective if learning theories inform their design; (2) application of videodisc systems should not be limited to lower levels of behavior or cognitive functioning; (3) the capabilities of interaction (control, feedback, pace) inherent in videodisc microcomputer technology can expand access and multiply the flexible use of visual materials; and (4) combinations of videodisc and microcomputer technologies may give rise to additional instrumentation of learning theory research. Five unique features of the videodisc are also identified and briefly discussed. The major part of the paper focuses on three learning theories--behavioral, cognitive, and humanistic--and videodisc applications for each. It is suggested that educators should continue to evaluate the implications, assets and limitations, and best instructional uses for the videodisc and recognize that this medium can also provide instrumentation for research, particularly on higher order cognitive learning and critical reflectivity. A chart displaying the three learning modes, theoretical traditions, major learning theorists, associated concepts, and potential videodisc utility is provided, as well as a list of references. (JB)

ED 272 151 IR 012 203

Distance Learning Systems and Structures--Training of Distance Educators. Report of a Sub-Regional Workshop. Vol. I. (Colombo, Sri Lanka, July 5-18, 1984).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 85
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Developed Nations; *Developing Nations; *Distance Education; Educational Opportunities; Elementary Secondary Education; Higher Education; International Programs; Nontraditional Education; Skill Development; *Teacher Education; *Training Methods; Training Objectives
IDENTIFIERS- Asia Pacific Region; *UNESCO

This report summarizes the proceedings of a workshop whose objectives were to: (1) review and examine the functions of distance educational systems for the nine participating countries with respect to the training needs of staff responsible for distance education; (2) review, examine, and refine a draft training manual and develop exemplar modules on distance learning; (3) prepare draft plans for national pilot training workshops; and (4) reflect on critical aspects of training in distance education and identify possible future needs. Chapter 1 contains summaries of distance education activities in the participating countries: Sri Lanka, Papua New Guinea, New Zealand, Republic of Maldives, India, China, Bangladesh, and Afghanistan. Chapter 2 summarizes priority training needs for seven of the participating countries, and Chapter 3 presents proposals for national pilot training workshops in these countries. The proposals include suggestions for organizational set-up, target group, pre-workshop activities, workshop objectives, resource personnel, training strategies, course materials, training agenda, evaluation, and follow-up activities. Chapter 4 identifies needs for training and for the renewal of distance education, including seven components considered to be critical in determining the success of distance education systems and five priorities for renewal and training. Appendices contain the seminar agenda and lists of participants and working documents. (JB)

ED 272 180 IR 012 262

Teacher Preparation in the Use of Computers.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CS-86-221b
PUB DATE- Jan 86
NOTE- 17p.; Some small print in appended materials.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Literacy; Curriculum Development; Higher Education; Inservice Teacher Education; *Microcomputers; National Surveys; Preservice Teacher Education; Questionnaires; Required Courses; *Schools of Education; Tables (Data); *Teacher Education Curriculum; Teacher Education Programs

A survey was conducted to determine the amount and types of computer training supplied to prospective and practicing teachers in schools of education. Questionnaires were distributed to a stratified national probability sample of 428 institutions of higher education representing an estimated total of 1,220 colleges and universities providing general elementary and secondary teacher education. Results (based on a response rate of 96%) indicate that: (1) three-fifths of the schools offered computer courses (one-half of the undergraduate programs and two-thirds of the graduate programs); (2) about 20,000 microcomputers were available for use by education students, with an average of 26 for each school of education that offered a computer course; (3) the most widely offered undergraduate computer course (i.e., a course devoting 80% or more of class time to computers) was the introductory course, available in 62% of all schools with undergraduate computer education courses; (4) 42% of schools with courses in computers offered a course in "instructional uses of computers"; (6) proportionately fewer graduate programs had computer course requirements than undergraduate programs; and (7) the most frequently identified problems encountered in developing a computer training program were inadequate software (45%), a shortage of computer-trained faculty (42%), and inadequate hardware (34%). Almost all schools of education reported some plans to initiate or increase computer education programs in the next two years; areas specified for high-priority development in the undergraduate curriculum included adding computer components within existing

courses (62%), adding computer courses (61%), and increasing requirements for computer courses (50%). Eight data tables and a copy of the questionnaire are provided. (JB)

ED 272 209 IR 051 583

Drone, Jeanette M.
A Review and Evaluation of the Illinois State Library Scholarship Program, 1961-1980. Report No. 7.
Illinois State Library, Springfield.

PUB DATE- Apr 83
NOTE- 127p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Higher Education; *Librarians; *Library Education; Program Descriptions; *Program Evaluation; Scholarship Funds; *Scholarships; State Libraries; *State Programs; Surveys
IDENTIFIERS- *Illinois State Library; *Library Services and Construction Act

From 1961-1980, the Illinois State Library (ISL) awarded scholarships using Library Services Act (LSA) and Library Services and Construction Act (LSCA) funds. The purpose was to recruit talented college graduates to the library profession and to retain these individuals in Illinois libraries. Of the 212 individuals who received scholarships, 198 (89.9%) were located, and 178 verified demographic information taken from their ISL files. Telephone interviews were held with 165 individuals who had finished degrees as of 1982. Of those interviewed, 122 (78.9%) were currently employed in library and library-related positions, and 94 (77%) were in Illinois. The consensus of the interviewees was that the ISL should reinstate a scholarship program of some sort, but perhaps not on the scale of the 1961-1980 programs. Two possible scholarship programs are proposed. This report contains information on the background of the scholarship program and the procedures of the follow-up study; a detailed analysis of the survey data; and a summary and conclusions. Six appendices provide a bibliography on scholarships and fellowships in library and information science; copies of materials sent to scholarship recipients; the follow-up letter sent to recipients; the telephone interview form; copies of materials sent to members and former members of the ISL Advisory Committee; tables of supporting data; and an alphabetical listing of scholarship recipients. (Author/THC)

ED 272 237 JC 860 418

Catanzaro, James L.; Savage, Daniel D.
State Support Priorities: A Test Case in Ohio.
PUB DATE- Aug 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Declining Enrollment; *Educational Finance; Educational Supply; Equalization Aid; *Expenditure per Student; *Finance Reform; *Financial Policy; Financial Support; Full State Funding; Full Time Equivalency; *State Aid; Two Year Colleges
IDENTIFIERS- *Funding Formulas; *Ohio

In 1980, the Ohio Board of Regents (OBR) proposed several alternative funding formulas for the state's public-assisted institutions in anticipation of enrollment declines. Two alternatives, involving subsidy ceilings and free competition for students, were dismissed in favor of a third alternative involving a system of voluntary restraints in which Ohio public institutions would plan to maintain or decrease their enrollments in an orderly manner under several mandated restrictions. This alternative also included a modification of the existing enrollment-driven subsidy model that would permit money earned by growing institutions to be transferred to those in decline. As part of the review of these alternatives, enrollment and subsidy data were analyzed, revealing that: (1) there was a strong correlation between enrollment growth and the cost of education as measured by total institutional expenditures per full-time equivalent student (FTE); (2) growing institutions were on the whole operating at a lower instructional subsidy per FTE than declining institutions; and (3) there was already diversity in educational subsidies per FTE within the system with apportionments per FTE for universities ranging from $1,710 to $4,211, for community colleges from $1,819 to $2,641, and for technical colleges from $1,772 to $3,976. While it is difficult for the OBR to allow declining institutions to experience destructive financial problems, an argument for allowing the free market approach to prevail, at least in a modified form, could be made on the basis that growing institutions need more money while declining ones need less; and that if an institution's revenue fluctuates with enrollment, it will likely work to operate in a manner similar to profit-making corporations and be more responsive to student needs and more efficient and accountable in terms of staffing. An enrollment-driven state support system which includes a relief loan fund for institutions which face financial exigency is recommended. (RO)

RC

ED 272 327 RC 015 720

Swanjord, Don Edward
A Bibliography of Agriculture and Rural Life in Yemen.
New Mexico State Univ., Las Cruces. Center for International Programs.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 86
NOTE- 109p.
CONTRACT- AID/NE-C-1698
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Agricultural Production; *Agriculture; Animal Husbandry; Botany; Climate; *Cultural Background; Demography; *Developing Nations; Economic Development; Females; Foreign Countries; *Resource Materials; Rural Areas; *Rural Development; Rural Extension; Soil Science; Statistical Data; Water Resources
IDENTIFIERS- *Yemen

Intended as a key to current work in agriculture in Yemen, this bibliography cites more than 520 resources produced since 1963 including monographs, journal articles, theses and dissertations, conference papers, case studies, reports, proposals, surveys, bibliographies, and United Nations publications. Foreign language materials in German, French, and Russian are included. Listed alphabetically by authors, the entries provide, when applicable, title, date and place of publication, publisher, volume number, and pagination. A detailed subject index cross references materials to author and page of the entry. The 28 index subject categories and number of entries under each are agriculture--beekeeping (4); agriculture--coffee (9); agriculture--cotton (5); agriculture--fisheries (1); agriculture--forestry (12); agriculture--grapes (3); agriculture--horticulture (6); agriculture--Qat (16); agriculture--appropriate technology (3); animal production (24); bibliographies (1); botany--general (29); botany--historical (13); climatology (8); crops (25); cultural background (47); economic development (52); agricultural education and extension (30); entomology and plant protection (35); agricultural history (12); management and administration studies (8); marketing studies (21); population (6); soils (24); statistics (3); survey and community studies (49); water resources (46); and women and development (21). (NEC)

ED 272 165 IR 012 219

Bunderson, C. V.; And Others
Instructional Effectiveness of an Intelligent Videodisc in Biology.
PUB DATE- 84
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- *Biology; Computer Simulation; Epistemology; *Formative Evaluation; Higher Education; *Instructional Development; *Instructional Effectiveness; Instructional Innovation; *Interactive Video; Intermode Differences; Microcomputers; Questionnaires; Science Instruction; Tables (Data); *Video Equipment

WICAT Systems, Inc., produced a "proof of concept" instructional videodisc in college biology with support from the National Science Foundation. The project involved simultaneous development of content design, instructional strategies, software, and hardware, with a principal focus on evaluation of the instructional videodisc in the classroom. Videodisc development proceeded through three phases of increasing sophistication and evaluations were performed at each phase, including several comparisons of student learning with videodisc instruction and traditional lecture learning which were conducted at three different colleges. Results indicate that videodisc students consistently displayed greater learning and retention gains, reduced study times, and higher productivity ratios. This paper describes the evolutionary stages of development of the intelligent videodisc, "Development of Living Things," and the parallel evaluation studies. It also includes a discussion of instructional theory and its implications for machine-mediated learning. Ten data tables and a list of references are provided. (JB)

ED 272 223 JC 860 380

Report of the Postsecondary Educational Telecommunications Task Force.

Arkansas State Dept. of Higher Education, Little Rock.

PUB DATE- 86

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Distance Education; Educational Television; Financial Policy; Nontraditional Education; Outreach Programs; Postsecondary Education; State Standards; *Statewide Planning; *Telecommunications; *Telecourses; Two Year Colleges

IDENTIFIERS- *Arkansas

Background information on the use of telecourses across the nation and, specifically, in Arkansas is provided in this report along with recommendations for policies and procedures relative to the use of telecourses by Arkansas colleges and universities. After tracing national trends in the acceptance of telecourses, an overview is provided of what telecourses are, what they are not, and who takes telecourses. The next section looks at state policies in Oklahoma and Texas, pointing to the states as leaders in the national trend toward the utilization and acceptance of telecourses. Next, an overview is presented of the use of telecourses in Arkansas, and the creation of Arkansas' Telecommunication Consortium in 1985 and its subsequent activities. After stating the goals and objectives of the Postsecondary Educational Telecommunications Task Force, the report offers the Task Force's guidelines for the use of telecourses, covering areas including administrative responsibilities, academic responsibilities, copyright compliance, faculty responsibilities, support services, student responsibilities, and state funding. (RO)

ED 272 252 JC 860 444

Landis, Jeanne T.

Los Angeles Community College District Feeder High School Student Characteristics and Enrollment Patterns, 1983-1985.

Los Angeles Community Coll. District, CA. Office of Research, Planning and Development.

PUB DATE- Nov 85

NOTE- 72p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Bound Students; Community Colleges; *Enrollment Influences; *Enrollment Trends; High Schools; *High School Students; Racial Distribution; Socioeconomic Status; *Student Characteristics; Two Year Colleges

A study was conducted by the Los Angeles Community College District (LACCD) to examine rates of matriculation from the Los Angeles Unified School District's (LAUSD's) 64 high schools to the LACCD and to develop recommendations for expanding college-going rates. An analysis of enrollment and flow patterns revealed the following: (1) LAUSD high school students were 41% Hispanic, 29% White, 16% Black, and 11% Asian; (2) in fall 1984, 36% of California's 1984 graduates entered community colleges, but just 28% of LACCD feeder high school graduates entered community colleges; (3) some inner-city schools sent as few as 19% of their graduates to public postsecondary institutions, but some doubled that rate; (4) if a high school's students were predominantly Asian or White, one half or more of its graduates enrolled in the postsecondary system; (5) outflow was greatest from small to mid-sized colleges bordering affluent suburban districts; and (6) the pool of high- and moderate-achieving students was declining twice as fast as the number of first-time freshmen. Based on study findings, recommendations concerning institutional image, outreach services, student educational planning, and curriculum were developed to rebuild matriculation rates. (LAL)

ED 272 297 PS 015 928

Roter, Armonit
A Functional View of the Role of Conscious and Unconscious Processing in Cognition.
PUB DATE- May 86
NOTE- 15p.; Paper presented at the Annual Symposium of the Jean Piaget Society (16th, Philadelphia, PA, May 29-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; Theories
IDENTIFIERS- *Conscious Processing; Functional Properties; *Unconscious Processing

As most psychological research and theory has overlooked the differing roles of conscious and unconscious processing in cognition, a short historical review of the topic is presented. It is argued that a functional approach to research and analysis of cognition, particularly of knowledge acquisition, may reveal that the mode of processing--conscious or unconscious--has fundamental implication for the nature of the information processed and the type of knowledge acquired. Moreover, it is suggested that the functional view may lead to a developmental model of the relationship between conscious and unconscious processing that incorporates the Piagetian and information processing approaches. A 25-item bibliography is included. (Author/RH)

ED 272 340 RC 015 847

Barker, Bruce O.
Live via Satellite: Interactive Distant Learning in America's Rural Schools.

PUB DATE- 86
NOTE- 21p.; Paper presented at the Annual Colorado Rural and Small Schools Conference (6th, Fort Collins, CO, June 29-July 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Communications Satellites; *Course Descriptions; Course Evaluation; Credit Courses; Curriculum Enrichment; *Educational Innovation; Program Development; *Rural Education; Secondary Education; Secondary School Curriculum; *Small Schools; *Telecourses

Advances in satellite technology hold great promise for offering a broad and varied curriculum in small rural schools. In 1985 and 1986 three vendors in the continental United States pioneered the offering of interactive satellite instruction for high school credit courses. The programs were: (1) German by Satellite offered by the College of Arts and Sciences at Oklahoma State University; (2) the Accelerated Learning of Spanish Project via Satellite Television sponsored by the Utah State Board of Education, the Bonneville International Corporation, and the IBM Corporation; and (3) the TI-IN Network broadcasting 14 different high school courses originating from San Antonio, Texas. These rapidly growing systems currently beam 16 different high school credit courses to over 2,300 students in approximately 200 schools scattered across 13 states. The systems employ a variety of teaching strategies in their televised satellite broadcasts, which are supplemented by features such as computer assisted instruction, live audio interaction between students and video teacher, and electronic mailbox systems. Although no data are yet published assessing the quality of the instruction, survey information shows students and administrators have positive attitudes towards the satellite courses. (JHZ)

ED 271 958 FL 015 813

MacWhinney, Brian; Marengo, Kathy
Multibet 1.0: A Proposal for an ASCII Translation and a Set of Names for Extended IPA Notation, and Unibet 1.0: A Proposal for a Single-Character Translation of IPA for English.
PUB DATE- Apr 86
NOTE- 17p.
AVAILABLE FROM- Carnegie-Mellon University, Department of Psychology, 3328 Longbow, Pittsburgh, PA 15235.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Journal Articles (080)
DESCRIPTORS- *Alphabets; Classification; *Computer Oriented Programs; Diacritical Marking; Distinctive Features (Language); *English; Phonemes; *Phonetic Transcription; Printing; *Programing Languages
IDENTIFIERS- *Coding; *International Phonetic Alphabet

Two articles propose two systems for American Standard Code for Information Interchange (ASCII) translations of the International Phonetic Alphabet (IPA): Multibet 1.0 and Unibet 1.0. Multibet 1.0 consists of a set of names and a set of ASCII translations for the letters and diacritics of the 1979 version of the "Principles of the International Phonetic Alphabet." It also includes names and ASCII translations for the extended IPA system of Ian Maddieson's "Patterns of Sounds" (1984). The names that have been devised are of six types: (1) direct ASCII equivalents of IPA characters; (2) standard names of letters in other alphabets; (3) names referring to sounds widely known to be found in particular languages; (4) names based on the letter's visual form; (5) articulatory modifications of ASCII characters; and (6) names that are essentially attempts to make up new letter names for English phonemes. Unibet 1.0 is a system of single-character ASCII representations for phonemically transcribed English. (MSE)

ED 271 973 FL 015 835

Voght, Geoffrey M., Comp.
Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985).
Eastern Michigan Univ., Ypsilanti.

PUB DATE- May 85
NOTE- 1,044p.; For individual papers, see FL 015 836-891.
LANGUAGE- English
EDRS Price - MF07/PC42 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Banking; *Business Administration Education; Classroom Techniques; *College Second Language Programs; Computer Assisted Instruction; Courts; *Cultural Education; Curriculum Design; Educational Needs; English (Second Language); French; German; Higher Education; *International Studies; International Trade; Journalism; *Languages for Special Purposes; *Professional Education; Program Implementation; Second Language Instruction; Spanish; Teaching Methods; Testing

The proceedings of this conference include 56 papers on program design, classroom techniques, and ideas for second language instruction for business and the professions. The papers are presented in eight groups: (1) "International Business: The Language and Culture Connection," which includes papers on multinational business, marketing, international studies, the community college program, and the role of liberal arts; (2) "Program Overviews," which includes descriptions of interdisciplinary, undergraduate, and graduate programs; (3) "Teaching Techniques," which includes papers on audiovisual and computer applications, case studies, simulation, strategic interaction, and genre-analysis for languages for special purposes; (4) "ESL (English as a Second Language) for Business and the Professions," which includes papers on English for business in Thailand, refugee nursing students, a Master of Comparative Law program, and careers in the petroleum industry; (5) "French for Business and the Professions," which includes papers on language and cultural instruction for commerce, hotel administration, health and social professionals, and other non-language majors; (6) "German for Business and the Professions," which includes papers on cross cultural prograns, cultural simulation, using visuals, commercial German, and German business letter style; (7) "Spanish for Business and the Professions," which includes papers on the American workplace and urban environment, program planning and implementation, public education, social work, law, medicine and the health professions, the psychological professions, general technical purposes, and legal assisting; and (8) papers on miscellaneous topics, including journalism, banking, court interpreting, internships, and proficiency testing. (MSE)

ED 272 001 FL 015 863

Cramer, Hazel
Computer Assisted Instruction: The Game "Le Choc des Multinationales."
PUB DATE- May 85
NOTE- 13p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Banking; Business Administration Education; Business Communication; *Computer Assisted Instruction; Courseware; *Economics; *French; *Games; *International Trade; *Languages for Special Purposes; Microcomputers; Second Language Instruction

"Le Choc de Multinationales" is a microcomputer game for students in an upper-level commercial French couse, to be played by two opponents, one of whom may be another student or the computer itself as a direct business competitor. The game's requirements for language use and knowledge of business and economics theory and principles are moderate, but the game uses basic economics, international trade, and banking vocabulary and concepts. During the game, which revolves around economic competition, students are required to answer multiple-choice questions or respond to questions posed in French. World news events affecting the economics of the game are randomly reported. The game provides practice in applying business strategies, making decisions, and handling the stockholder-manager conflict of interest. It demands high-level cognitive activity, and it engages the student in an interactive situation in which language study is not the primary focus but in which interesting and relevant subject matter is studied using the second language as a means of communication. (MSE)

ED 272 015 FL 015 877

Angerosa, Nicholas F.
A Non-Traditional Approach to the Teaching of Urban Spanish and Caribbean Literature.
PUB DATE- May 85
NOTE- 13p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration; College Second Language Programs; *Cross Cultural Studies; Education; Higher Education; *Hispanic American Culture; Languages for Special Purposes; Law Enforcement; *Literature Appreciation; Masters Programs; Medicine; Professional Occupations; Regional Dialects; Religious Cultural Groups; Second Language Instruction; Social Dialects; Social Work; *Spanish; *Urban Culture; Urban Problems
IDENTIFIERS- La Salle University PA

Two courses in the La Salle University (Philadelphia, Pennsylvania) M.A. Program in Bilingual-Bicultural (Spanish) Studies are described: Urban Spanish and Caribbean Literature. The urban Spanish component consists of five courses, one of which is intensive, to provide broad exposure to the technical or practical Spanish encountered in the student's profession. Listening and speaking skills are emphasized. Cultural readers, introduced in the fourth course, serve as the basis for cultural discussions. The course in Caribbean literature is designed to reinforce the program's bilingual/bicultural orientation and is taught in English and Spanish. The syllabus includes representative works in drama, the essay, the novel, and poetry by eminent writers from Puerto Rico, Cuba, and Colombia. Its focus is on Caribbean Spanish and Spanglish and social problems such as poverty and unemployment, drug addiction, alcoholism, social alienation, discrimination, and crime. This course also provides a forum for the kind of cross-cultural communication taught in other program segments. (MSE)

ED 272 084 HE 019 523

Intellectual Property Series. National Council of University Research Administrators.

Massachusetts Inst. of Tech., Cambridge.; National Council of Univ. Research Administrators, Washington, DC.

PUB DATE- 84
NOTE- 220p.
AVAILABLE FROM- National Council of University Research Administrators, One Dupont Circle, N.W., Suite 618, Washington, DC 20036 ($30.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Certification; Compliance (Legal); Computer Software; Contracts; *Copyrights; Federal Regulation; *Government School Relationship; Higher Education; *Intellectual Property; Inventions; Legal Responsibility; *Patents; Policy Formation; *Research; *School Business Relationship
IDENTIFIERS- *Sponsored Research

Materials on intellectual property are presented to help university research administrators negotiate and administer sponsored research agreements. The nine units cover: patents and patent rights, patent rights under government contracts, university patent policies and practices, patent clauses in industrial research agreements, patent licensing agreements, the law of copyrights, university copyright policies, copyright clauses in industrial research agreements, and software licensing agreements. Specific topics include: patentable subject matter, patent applications, government rights in patents, the acquisition of federal rights in an invention made possible in part by federal funds, patent rights under government contracts, college patent policy, administration and development of inventions, inventions under sponsored research programs, inventions disclosure, licensing agreements, university copyright policies, and the 1978 copyright law. Included are the text from the Federal Register on patent rules and regulations, a Copyright Office circular, a section of the United States Code on copyrights, guidelines to help colleges develop copyright policies, and a sample software license agreement. (SW)

ED 272 124 HE 019 585

Thelin, John R.
Foundations/History/Philosophy.
Association for the Study of Higher Education.
PUB DATE- 86
NOTE- 40p.; Prepared as part of the ASHE-ERIC Clearinghouse for Course Syllabi in Higher Education Project. For related documents, see HE 019 576-593.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Course Content; *Course Descriptions; Course Organization; Curriculum Development; *Educational History; *Educational Philosophy; *Foundations of Education; Graduate Study; Higher Education; Models; *Postsecondary Education as a Field of Study; *Reading Materials; Scholarship; Teaching Guides
IDENTIFIERS- *ASHE ERIC Higher Education Course Syllabi Project; College of William and Mary VA; University of Virginia; University of Washington

Patterns that emerged from reviewing 20 syllabi for courses on educational foundations, history, and philosophy are discussed, and five sample syllabi are presented. These courses are offered as part of graduate level studies in the field of higher education administration. The review revealed the following profile: the history of higher education enjoys an impressive scholarly base and tradition of first-rate research; graduate courses in the history of higher education are vulnerable in that they are overly dependent on a few works that now may be out of print, or out of date, or both; there is a disturbing lag in the diffusion of knowledge from fresh scholarship to course readings; the history of higher education as a distinct topic has gradually yet persistently eroded; and dilution and erosion of the history of higher education as a syllabus topic promotes the risk of superficiality in the interpretation of historical episodes and issues. The syllabi review suggests that there have been few required course readings that are sequels or counters to the basic corpus of classic works first published in the early 1960s. Five syllabi from the following schools are included as interesting models of course design: University of Virginia, University of Washington, and the College of William and Mary. A list of members of the course syllabi network is included. (SW)

Shepard, Lorrie A.; Smith, Mary Lee
Boulder Valley Kindergarten Study: Retention Practices and Retention Effects.
Boulder Valley Public Schools, CO.
PUB DATE- Mar 85
NOTE- 216p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Chronological Age; *Educational Benefits; Educational Policy; Educational Research; Emotional Adjustment; Grade 1; Kindergarten; *Learning Readiness; *Parent Attitudes; Primary Education; Reading Achievement; *Retention (Psychology); *School Holding Power; *Teacher Attitudes
IDENTIFIERS- Boulder Valley Public Schools CO; Gesell School Readiness Test

Having implemented a policy that allowed schools to retain children in kindergarten an extra year, the Boulder Valley Public School District in Colorado conducted a study to determine the cognitive and emotional benefits of retention in kindergarten and the characteristics that led to decisions about retention. The study involved a research review of existing literature, an examination of first grade outcomes, and interviews with parents and teachers to determine their perceptions about young children and their readiness for first grade. The study revealed that (1) the use of Gesell tests to make individual placement decisions cannot be defended on the basis of existing research; (2) the existing research does not show either academic or social-emotional benefit from retaining immature children; (3) the finding of no benefit on most measures and only a one-month gain in reading raises serious questions about the efficacy of an extra year in kindergarten; (4) data from parents did not indicate that there was an average benefit of retention or two-year kindergarten programs on children's academic progress; (5) diversity existed among the kindergarten teachers with respect to what they believed about child development and the best ways to educate young children; (6) beliefs about development were related to retention practices, and seemed to be shared within a school building; (7) kindergarten teachers believed retention and other two-year programs had benefits that outweighed their risks; and (8) teachers in the same school usually had very similar policies in terms of the kinds of pupil characteristics that should lead to kindergarten retention. It was concluded that two-year kindergarten programs are an ineffective solution to the problem of escalating expectations in kindergarten. Six pages of references are included. Appendixes contain a first-grade rating form for teachers, a parent interview schedule, coding categories for teacher interview analysis, and instructions for case reviews. (HOD)

ED 272 282 PS 015 912

Pinkett, Kathleen E. L.; Quay, Lorene C.
Social Competence in Three Types of Preschool Social Interactors.
PUB DATE- Mar 85
NOTE- 15p.; Paper presented at the Annual Convention of the American Educational Research Association (66th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Blacks; *Interpersonal Competence; *Peer Relationship; Play; *Preschool Children; Preschool Education; *Social Behavior; Whites

Preschool children with low rates of social interaction have been considered to be maladapted, at risk for future difficulties, and in need of social skills training. To determine the validity of this theory, a total of 112 black and white middle SES preschool children identified as occupied low social interactors (distinguished from unoccupied, withdrawn, socially isolated low interactors) moderate social interactors, and high social interactors were compared on social competence. Participants attended seven preschool classrooms in two racially integrated, private schools. No group differences were found. This finding suggests that preschoolers identified as low interactors occupied with constructive, goal-directed, purposeful, or creative activities are as socially competent as preschoolers with moderate and high rates of social interaction. Questions are raised about the practice of considering all preschool children with low rates of social interaction as maladjusted. Attitudinal and educational implications are discussed. Eighteen references are included. (Author/RH)

ED 272 313 PS 015 963

Friesen, Sharon
Bridges to Learning: A Guide to Parent Involvement.
Alberta Dept. of Education, Edmonton.
PUB DATE- May 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Development; Early Childhood Education; Foreign Countries; Home Programs; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation
IDENTIFIERS- Alberta; *Parent as a Teacher

This resource guide aims to assist parents, other adults, and the school in providing a stronger continuum of educational opportunities for children at home and in the school. The introductory section provides background information on parent involvement. Section 2 discusses the physical, emotional/social, intellectual, and creative development of children of four through eight years of age. Section 3 explores ways parents at home can encourage their child's development. Specific attention is given to ways to encourage self-concept development, language development, sensory awareness, physical development, concept development, and a positive attitude toward school. Section 4 discusses topics related to parent involvement in the school, including types of involvement, involvement in the school, a volunteer's code of ethics, involvement in advisory and decision making roles, and benefits of involvement for the child, the parent, the teacher, and the school. Included in the guide are a list of resources for parent involvement and a brief bibliography of related materials. (RH)

ED 271 987 FL 015 849

Grosse, Christine Uber
The Case Study Approach to Teaching Languages for Business: Problems and Benefits.
PUB DATE- 85
NOTE- 12p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (Dearborn, MI, May 2-4, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; *Case Studies; *Discussion (Teaching Technique); Higher Education; Information Sources; *Languages for Special Purposes; Language Teachers; *Problem Solving; Second Language Instruction

Business case studies, descriptions of management problems or decisions that require students to analyze and decide on an appropriate course of action, are suitable for classroom study of commercial language because the technique emphasizes situational analysis and communicative activities such as role playing. The principles underlying the case study approach are the following: (1) situational analysis encourages students to focus on specific real situations; (2) the relationship between analysis and action is demonstrated; (3) a learner-centered classroom is fostered; amd (4) students can develop an administrative point of view and the ability to size up a situation, consider a variety of approaches to solving it, and decide on appropriate action. On the teacher's part, the case study approach requires skill in leading a case discussion, understanding of the basic theory and concepts in the case, and language proficiency. The teacher must also give up some control of the class to promote open-ended discussion. Elements that the teacher can control are direction of the discussion, introduction of neglected information or options, and requests for clarification and summary. An appendix lists sources for case study materials in Spanish, French, German, and English, including the Harvard Business School Case Directory. It is noted that the Harvard Business School has devoted several cases specifically to teacher training. (MSE)

ED 272 029 FL 015 891

Stupak, Steven A.
The Language Proficiency Interview (LPI) and Its Applicability in Corporate Language Training Settings.
PUB DATE- May 85
NOTE- 23p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Corporate Education; *Industrial Training; *Interviews; Language Proficiency; *Language Tests; Rating Scales; Scoring; Second Language Instruction; *Test Construction; *Test Use
IDENTIFIERS- *Language Proficiency Interview

The Language Proficiency Interview's structure, administration, and rating scale are outlined by an officer of the organization that designed it (Educational Testing Service), and some common mistakes made in its administration are listed. The need for training in the test's administration is emphasized. Its application in the corporate situation is discussed, and it is noted that because the test is not administered rapidly, initial screening for the test, as is currently done in Japan, may be appropriate. It is suggested that the advantages of administration without special equipment and the potential for effective assessment of communicative competence make the Language Proficiency Interview a useful instrument for candidates in corporations or language training centers requiring a rating of their speaking ability. (MSE)

ED 272 057 HE 019 479

Garman, Noreen B.; And Others

The Conceptual Dissertation: Commentaries by Practitioners as Inquirers.

PUB DATE- 16 May 86
NOTE- 68p.; Paper presented at the Annual Colloquium of the Council of Graduate Students in Education, University of Pittsburgh School of Education (11th, Pittsburgh, PA, May 16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; *Doctoral Dissertations; Educational Practices; Educational Research; Females; Gifted; Higher Education; Inservice Teacher Education; Interpretive Skills; *Models; Nontraditional Education; Promotion (Occupational); *Research Methodology; Schemata (Cognition); Scholarship; Secondary School Curriculum; Sex Stereotypes; Teacher Supervision; Teaching Hospitals; *Theories
IDENTIFIERS- *Grounded Theory; *Hermeneutics

Opinions about the conceptual dissertation are offered in seven colloquium papers by educational practitioners/scholars who have finished their dissertations over the past 5 years. Conceptual/interpretive dissertation research issues include finding a consistent language and research rationale for studies. In addition to an introduction by Noreen B. Garman, paper titles and authors are as follows: "Grounded Theory as It Relates to Educational Practice in Hospitals" (Maria E. Piartanida); "Grounded Theory as It Relates to Human Resources Supervision in an Alternative High School" (Susan P. Goodwin); "Using Continuous Comparative Analysis to Formulate Curriculum Construals for Gifted Education" (Joan C. Leukhardt); "Hermeneutic Interpretation as It Relates to Supervisory Practice" (Patricia E. Holland); "Dysfunctional Stereotypes Regarding Women and Promotion: Implications for Educational Remedy" (Bonnie Knapp Minick); and "The Story of a Teachers' Team Sabbatical: A Clinical Approach to Professional Development" (Monica F. Ondrusko). Appended are definitions of the following criteria for judging quality research: verity, integrity, rigor, utility, vitality, and aesthetics. The work of the Conceptual Research Study Group to which all the authors belong is also described. (SW)

ED 272 071 HE 019 494

Makowski, David J.; Passmore, J. Robert
A Guide to Selected Data Bases in Postsecondary Education.
National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 80
NOTE- 204p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Abstracts; *Databases; *Data Collection; Guides; Information Storage; *Information Systems; *Postsecondary Education; Research Tools; *Resource Materials; *Surveys

Major databases and data collection efforts related to postsecondary education are described. Database selection was limited to data that was national in scope, of broad interest, and timely (after 1970). Over 75 databases are covered, each on a two-page abstract that describes subject matter and scope of the database, the data collection method, availability of the data, the time period associated with the data, the originating organization and contact person, frequency of issue, keywords, organization distributing the data, and additional references that further describe the database and data collection. For surveys, information is included on sampling methodology. The size of a database, major data elements, and the unit of analysis of the database are also indicated. Keywords describe the data and are also used in indexing the abstracts. Each of the data base abstracts is numbered for future reference and cross-referencing. In addition to an abstract index (name and number of the database or survey), abstracts are listed by organization and by keywords. A separate section listing organizations includes addresses, contact persons, and phone numbers. (SW)

ED 272 098 HE 019 545

Bogart, Karen
Toward Equity: An Action Manual for Women in Academe.
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 84
NOTE- 259p.
AVAILABLE FROM- Association of American Colleges, 1818 R Street, N.W. Washington, D.C. 20036.
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; Change Strategies; College Admission; College Environment; College Faculty; *College Programs; Continuing Education; *Equal Education; *Equal Opportunities (Jobs); *Females; Higher Education; Professional Development; Salaries; School Personnel; Sex Bias; *Sex Fairness; Sexual Harassment; Student Development; Student Financial Aid; Tenure; Womens Studies
IDENTIFIERS- *Womens Centers

Nearly 150 exemplary programs and policies at colleges and associations that promote sex equity in postsecondary education are described that are also adaptable to other settings. Thirteen short essays on the basics of change are also presented. The sex equity programs included those directed to students and staff, those designed to improve the social-educational climate, and those that promote sex equity in the community. The types of exemplary programs and policies, the number of programs in each category, and one program/policy in each category are as follows: admissions (3), Alverno College Minority Achievement Program; continuing education (5), Goucher College re-entry program for women; financial aid (5), University of Michigan, Ann Arbor, scholarships for returning women students; women's studies (8), Towson State University Women's Studies Program; integrating the new scholarship on women into the traditional curriculum (9), Montana State University Project on Women in the Curriculum; centers for research on women (4), Wellesley College Center for Research on Women; nontraditional courses and programs (16), College of William and Mary Women in Business Programs for Students and the Community; student development (10), University of Kansas women's recognition and the women's hall of fame; counseling (9), Loyola University of Chicago's promotion of equity for Hispanic students; women's centers providing support services (9), University of Minnesota Women's Center; child care (2), Hunter College Child Care Center; health care (4), Purdue University health awareness month; campus safety (2), University of Delaware support group for victims of sexual offense; staff employment (5), Denison University National Availability and Employment program; staff professional development (13), City University of New York Mentorship Program for Minorities and Women in Educational Research; tenure and promotion (3), Rutgers University's academic review and promotion of faculty in rank; compensation and fringe benefits (3), Hood College salary equity reviews and making the information public; subtle discrimination (4), Project on the Status and Education of Women on the chilly classroom climate for women; sexual harassment (3), Arizona State University Sexual Harassment Survey; dissent, mediation, and grievance (4), Massachusetts Institute of Technology special assistants to the president; commissions on the status of women (4), University of Maryland, College Park, Chancellor's Commission on Women's Affairs; information and communication (6), University of Denver Departmental Liaisons Program; community-based programs for women (3), Jersey City State College photography exhibit and study in oral history; and collaboration between postsecondary institutions and elementary/secondary schools (4), University of Arizona programs for elementary and secondary school teachers. (SW)

ED 272 195 IR 051 569

Van Vuren, Darcy D.; And Others
Hospital Library Development and the Impact of PSRMLS Services: Report of an Evaluation Project.
California Univ., Los Angeles. Biomedical Library.; Pacific Southwest Regional Medical Library Service, Los Angeles, CA.
SPONS. AGENCY- National Library of Medicine (DHHS/NIH), Bethesda, Md.
PUB DATE- 85

NOTE- 117p.; For related documents, see IR 051 568-571.
CONTRACT- N01-LM-2-3514
AVAILABLE FROM- Publications, PSRMLS/Biomedical Library, Center for Health Services, University of California, Los Angeles, CA 90024.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Hospital Libraries; Library Planning; Library Research; *Library Statistics; Library Surveys; *Medical Libraries; *Program Evaluation; Questionnaires; Regional Characteristics; Regional Cooperation; *Regional Programs

Since 1969, the Pacific Southwest Regional Medical Library Service (PSRMLS) has provided programs and services to promote the development of hospital libraries, both by encouraging the establishment of new libraries and by aiding existing libraries in improving services and resources. This document reports the results of an evaluation project designed to determine the development of hospital libraries in the Pacific Southwest Region over the past 15 years; measure the impact of PSRMLS; determine which hospitals in the region have organized libraries; and gather baseline data on hospital and other health sciences libraries for future comparison. Data gathered from a questionnaire were compared to the results of two previous surveys made in 1969 and 1971. Following an executive summary and introduction, the report is divided into six sections: (1) methodology of data collection and analysis; (2) hospital library development, including paired data comparison, composite data comparison, and existence of core services and resources; (3) the impact on the region of PSRMLS programs and services; (4) the identification of hospital libraries within the region; (5) the future use of baseline data; and (6) summaries of the study results. In addition to tables and charts presented in the text, appendixes contain detailed data breakdowns. (THC)

ED 272 298 PS 015 930

Vaughn, Sharon; Brett, Arleen

Teaching Interpersonal Problem Solving to Preschoolers: A Piece of the Social Competence Puzzle.

PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Interpersonal Competence; *Intervention; Models; *Preschool Children; Preschool Education; *Problem Solving; Program Descriptions; Program Effectiveness; Program Evaluation

This article focuses on interpersonal problem solving as a way of enhancing the social competence of young children. While many children acquire strategies for interacting positively with others and need no specific intervention, some children have difficulty in acquiring or displaying successful interpersonal problem solving skills. When children have only one way of interacting, they lack the flexibility needed to adjust successfully to novel social situations. As the child's range of strategies for successfully interacting with others increases so does the likelihood for interpersonal success. The purpose of many interpersonal problem solving training programs is to increase the child's effectiveness in dealing successfully with others across a range of situations. In this paper,several training programs are reviewed and Ridley and Vaughn's (1982) model for teaching interpersonal problem solving skills is discussed. The model has seven components, each of which is briefly described: goal identification, cue sensitivity, empathy, alternative thinking, consequential thinking, procedural thinking, and integration. In conclusion, evaluating the efficacy of teaching interpersonal problem solving to young children is discussed and the need for further research is pointed out. (Author/RH)

ED 272 044 HE 019 172

Dennis, Marguerite J.
Mortgaged Futures. How To Graduate from School without Going Broke.
REPORT NO.- ISBN-0-9615878-2-2
PUB DATE- Mar 86
NOTE- 175p.
AVAILABLE FROM- Hope Press, P.O. Box 40611, Washington, DC 20016-0611 ($9.95 plus $1.00 for shipping).

LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Case Studies; College Bound Students; College Graduates; *College Students; *Financial Aid Applicants; *Financial Services; Higher Education; Information Sources; Legal Responsibility; Loan Repayment; *Money Management; *Student Costs; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- College Costs; *Debt (Financial)

Guidelines for a student financial counseling and debt management program from high school through graduate school are provided. A brief history on government aid for postsecondary education and student loan default is included. Publications and other ways that can help students make career decisions are identified. A plan for meeting tuition, living expenses, and other costs is provided, and a financial counseling program is proposed that covers three stages: before and after college admission, and after graduation. Rights and responsibilities of aid recipients are also specified. Charts and graphs to calculate manageable student debt are included, along with examples. Attention is also directed to: alternative financing methods and creative financing programs at various colleges; techniques and resources to avoid unmanageable debt, case studies of students who were successful/unsuccessful in student financial plans; the major financial aid programs; and applying for financial aid. Publications on student aid are listed, along with lists of state educational agencies, Guaranteed Student Loan program agencies, U.S. Department of Education regional offices, military aid programs, aid programs for special groups, and other sources of financial aid. A glossary is appended. (SW)

ED 272 111 HE 019 558

Sell, G. Roger; Segal, JoAn
Needs-Assessment Information.

National Center for Higher Education Management Systems, Boulder, Colo.

SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Jan 78
NOTE- 75p.; Portions contain broken type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Demand; *Educational Needs; Educational Resources; Information Needs; *Management Information Systems; *Needs Assessment; *Postsecondary Education; *School Community Relationship; *Student Needs

Key concepts for building a needs assessment information system are discussed (i.e., need, needs assessment, management, and information system). For the areas of basic or general education, recreation/leisure, and work, a chart illustrates kinds of needs (i.e., normative, felt, expressed, comparative, and anticipated). Three aspects of needs assessment most critical to a postsecondary institution are: learner assessment, community assessment, and provider assessment. After establishing objectives and defining the audience for a needs-assessment study, the question of focus arises (who decides that a need exists, who has needs, what needs will be assessed, and what information is required). In addition to considering each of these questions, a classification structure for identifying needs is presented. The structure is a matrix that can focus on the following need areas for learners, the community, and providers: description, purposes, content, methods, financial resources, physical resources, human resources, time resources, information resources, support functions, and outcomes. Appendices provide three instruments to assess the needs of: potential student clients for a given institution; community agencies and organizations; and the capabilities and resources for a given postsecondary institution. (SW)

ED 272 138   IR 012 188

Schubert, Jane G.; And Others
IDEAS For Equitable Computer Learning.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
PUB DATE- 84
NOTE- 76p.; For a digest incorporating some of these ideas, see ED 263 910.
AVAILABLE FROM- American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($9.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Computer Literacy; *Computer Uses in Education; Educational Opportunities; Elementary Secondary Education; *Equal Education; Females; *Microcomputers; Minority Groups; Questionnaires; Sex Bias; Sex Differences; *Sex Fairness; Sex Stereotypes; Student Attitudes; Surveys

Designed to assist educators in improving computer learning opportunities for students, this packet of materials presents practical strategies that address 12 barriers to equitable instruction: (1) lack of encouragement for females and minority students to use computers; (2) potential value of computer learning more apparent to males than females; (3) bias against females and minorities in software and advertising; (4) prerequisites irrelevant for computer access and instruction; (5) limited computer access for females during free time at school; (6) underrepresentation of females and minority students in computer clubs; (7) dominance by one student over another during computer time; (8) pressure from peers not to participate in computer activities; (9) underrepresentation of females in computer leadership roles; (10) inappropriate location of computers within schools; (11) inability of teachers and students to recognize and deal with problems in computer learning; and (12) shortage of qualified personnel for computer learning. For each of the barriers, a 3- to 4-page leaflet presents illustrations and discussion of situations that constitute the barrier; suggestions for appraising whether the illustrated problem exists in a particular setting; activities for developing awareness among staff and students about the problem and its consequences; suggested actions for improving the computer learning environment; and ways to assess whether the actions have been effective. In addition, IDEAS includes a computer survey for students, an educator's self-assessment questionnaire, discussions of and suggestions for early childhood computer readiness and out-of-school computer access, and a bibliography of selected references in the areas of gender equity and computer education. (Author/JB)

ED 272 152 IR 012 204

Plomp, Tjeerd; Carleer, Gerrit
Factors Affecting the Introduction of Information and Computer Literacy (ICL) Courses.

PUB DATE- Apr 86
NOTE- 27p.; Paper presented at the Annual Convention of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); *Computer Literacy; Foreign Countries; Instructional Innovation; National Surveys; *Program Implementation; Questionnaires; *School Surveys; Secondary Education; Tables (Data)
IDENTIFIERS- *Netherlands

This paper summarizes a survey of Dutch junior secondary schools which was conducted to measure their adoption of the "information and computer literacy" (ICL) concept, and to investigate how far the implementation factors identified by Fullan (1982) are consistent with this innovation. The study's objectives were twofold: (1) to collect baseline information; and (2) to provide policy-makers, innovation planners, and curriculum developers with information about ICL state-of-the-art in the schools. The population consisted of a sample of 462 Dutch junior secondary schools stratified as follows: 202 general secondary education (GSE), 187 lower vocational education (LVE), 56 GSE/LVE schools, and 17 middle schools. Instruments included a general school questionnaire (38 items) and an ICL questionnaire, which covered various aspects of introducing this new topic into the school curriculum and requested information on the degree of ICL implementation. Analysis of the responses from 382 schools (83%) indicates that: 70 schools (18.3%) were not active at all with ICL; 107 schools (28%) were teaching ICL to their pupils; 205 schools (53.7%) were in an orientation phase; teachers were the main group for originating adoption decisions; and reasons for not being active with ICL included lack of hardware (76.8%) and lack of time/resources. It is concluded that factors necessary for successful implementation include support from the government and school, positive attitudes and motivation of those involved, and positive experiences with earlier innovations. In addition, factors important at the beginning of the implementation include knowledge about the innovation, contacts with other institutions, inservice training, and materials development. A list of references and 10 data tables are provided. (JB)

ED 272 166 IR 012 225

Rothstein, Bette M.
Delivering Telecourses: Procedural Issues.
PUB DATE- Mar 86

NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
AVAILABLE FROM- Bette M. Rothstein, 7208 Glenbrook Rd., Bethesda, MD 20814 ($5.00 single copy, $2.00 each for multiple copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); College Faculty; *Distance Education; *Educational Planning; Educational Television; Higher Education; Media Selection; Student Recruitment; Teacher Role; *Telecourses

The logistics for college adaptation of telecourses entail certain procedures which, though they differ from one school to another, still encompass a basic minimum of steps that need to be taken: (1) the decision to investigate; (2) the ascertainment of interest within the relevant disciplines; (3) the evaluation and acceptance of an available course or, if working with cable television, selection from a list of available courses; (4) selection of a faculty manager for each course; and (5) careful planning of a schedule for promotion. Since most telecourses require specific textbooks, a department must also evaluate and accept or reject the text; often these departmental discussions are heated, since faculty are often suspicious about accepting new materials not locally developed. The faculty member in charge of the course, the "course manager," must also be apprised of his/her role in the process; the concept of being in charge of a course without actually being a classroom focal point may be difficult for some faculty to understand and accept. Finally, decisions regarding the target population and the amount of tuition to charge for the telecourse must be made. Since the university needs to at least break even after paying the licensing fees, faculty salary, and promotional costs, numerous students must be attracted to keep course costs down. Successful promotion is one way to ensure student enrollment and it is often the crucial factor in determining the success or failure of a university telecourse. (JB)

ED 272 210 IR 051 584

Ming, Marilyn; MacDonald, Gary W.
A Cooperative Project for the Development and Delivery of Training to Rural Library Staff across Alberta. Phase Two/Three. Second Interim Report.
Grant MacEwan Community Coll., Edmonton (Alberta).; Southern Alberta Inst. of Technology, Calgary.
SPONS. AGENCY- Alberta Dept. of Advanced Education, Calgary.
PUB DATE- Apr 86
NOTE- 111p.; For related reports, see ED 257 466 and ED 265 869.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Programs; *Curriculum Development; *Curriculum Evaluation; *Distance Education; Educational Needs; Field Tests; Foreign Countries; Job Training; Library Cooperation; Library Networks; *Library Personnel; Library Statistics; Program Descriptions; Public Libraries; *Rural Areas; School Libraries; Shared Library Resources
IDENTIFIERS- *Alberta

The purpose of the Rural Library Training Project is to design, implement, and evaluate a basic training curriculum for the staff of rural school and public libraries in Alberta. This Phase Two/Three Second Interim Report describes project activities from October 1, 1985 through March 31, 1986. These activities consist of the fall field test of the first three courses, the development of additional courses, and the beginning of the winter field test of the next two courses. This report also includes data about student performance and perceptions from the fall field tests, course delivery cost analysis, projected activities for the balance of Phase Two/Three, and recommendations for a projected Phase Four. Included at the end of this report is the external evaluator's report for the same time period. Appendices include the fall field test data; the student assessment form; the form for those who did not complete courses; cost analysis spreadsheets; the course delivery plan; the revised curriculum; the projected status for courses; and evidence to support a fourth phase. (Author/THC)

ED 272 224 JC 860 388

Savage, Daniel D.
Two-Year Colleges and the AACSB.
PUB DATE- Jul 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Accreditation (Institutions); *Accrediting Agencies; *Business Education; College Credits; *College Transfer Students; Community Colleges; *Degree Requirements; Educational Quality; Institutional Evaluation; State Standards; Transfer Policy; Two Year Colleges; Two Year College Students
IDENTIFIERS- *American Assembly Collegiate Schools of Business

Because the American Assembly of Collegiate Schools of Business (AACSB) sets accreditation standards specifying that undergraduate business programs should concentrate their professional courses in the last 2 years of a 4-year program, and should offer only a limited amount of work below the junior year, community college transfer students typically lose a year or more of college work when they decide to pursue a baccalaureate degree in an accredited AACSB program. The severity of this problem is affected by the number of transfer options available to the students, and the particular state's position on programmatic accreditation. Compounding the problem is the preponderance of adult students attending community colleges, who "back into" higher education, taking a few business courses to enhance their job skills, move on to an associate degree, and then decide to pursue a baccalaureate degree. Unfortunately, virtually none of their technical credits will transfer and they must retake the same courses to earn the bachelor's degree. The AACSB has created a set of prescriptive standards without research or scholarly inquiry to support their educational basis. The Division of Eligibility and Agency Evaluation (DEAE) acknowledged the community colleges' concerns in 1980 and granted a 2-year (rather than the typical 4-year) renewal of recognition to the AACSB, directing the agency to give special attention to the situation. In 1983, the AACSB was granted the normal 4-year renewal in the absence of any third party input. The AACSB will approach the DEAE again in 1987 at which time community colleges are urged to represent their position in a continuing effort to reform the situation. (EJV)

ED 272 253 JC 860 445

Baker, Ronald

An Analysis of Retention and Attrition at MiraCosta College.

MiraCosta Coll., Del Mar, CA.

PUB DATE- Jun 86
NOTE- 50p.; Submitted to the Strategic Planning Team.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; College Attendance; Community Colleges; Dropout Rate; Dropout Research; *Dropouts; Questionnaires; *School Holding Power; *Student Attrition; Two Year Colleges; *Two Year College Students

A study was conducted at MiraCosta College (MCC), in Del Mar, California, to investigate various aspects of retention and attrition and to make recommendations for possible program enhancements. The study sought to determine when students drop out of classes, which students drop out of school completely, and the drop out rate for various categories of students and programs; and to identify successful retention activities. Study findings, based on an examination of the fall 1985 student database, a faculty/staff survey, and a review of available literature, included the following: (1) there was an overall college drop-out rate of 20.4% among students taking credit courses; (2) 64.5% of all the classes dropped were dropped before the end of the second week of school, the deadline for adding/dropping classes; (3) students with the top success rates were those over 49 years of age, foreign non-resident students, and financial aid students, while students jointly enrolled in the high school diploma program and credit courses, returning transfer students, Black students, students on active military duty, and American Indian students had the lowest success rates; (4) effective statewide retention activities involve teachers creating a friendly atmosphere in class and showing an interest in students' other activities; and (5) prior educational achievements and academic aptitude are positive factors in predicting college success. Based on study findings, two strategies are recommended for maintaining enrollment in addition to improving retention activities. These strategies are (1) active efforts to recruit recent high school graduates, and (2) more active outreach to minorities, re-entry women, the disabled, and older students. Recommendations for more effective student retention are also given. Supplemental data tables and the survey instrument are appended. (EJV)

ED 272 314 PS 015 964

Winn, Deanna
TV and Its Affect on the Family.
PUB DATE- Sep 85
NOTE- 9p.; Paper presented at the Annual Weber State College "Families Alive" Conference (6th, Ogden, UT, September 12-13, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Family Environment; Guidelines; *Parent Responsibility; *Parent Role; *Reading Ability; *Television Viewing

An awareness of television's potentially harmful influence on young children's ways of thinking and behaving may lead parents to reconsider their acceptance of television as an inevitable part of their children's lives. Such an awareness may change their focus from what their children are watching to why and how much they are watching, and what they are missing as a result. An understanding of the changes in child rearing brought about by the availability of TV as a sedative for active and troublesome preschoolers, (changes that lead to poorer socialization of children), may cause parents to decide that their difficulties as parents are ultimately increased, not alleviated, as a result of their use of television as a source of relief. Although individuals may be powerless in the face of the abstract machine that modern society has become, they can still assert their wills in the face of that real and tangible machine in their homes, the television. They can learn to control it so that it does not control them. Appended materials list television rules for parents. (RH)

ED 272 328   RC 015 728

van den Berg-Eldering, Lotty
Colloquy on "Women and Migration: Cultural and Educational Aspects." The CDCC's Project No. 7: "The Education and Cultural Development of Migrants" (Strasbourg, France, November 19-21, 1984).
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(85)28
PUB DATE- 86
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Proceedings (021)
DESCRIPTORS- *Adjustment (to Environment); Civil Liberties; *Cultural Influences; Cultural Pluralism; Educational Attainment; *Employed Women; Family Role; *Females; Immigrants; Migrant Education; Migrant Problems; *Migrants; Migration Patterns; Opportunities; Parent Aspiration; Participation; Population Trends; Role of Education; Second Language Learning; Self Determination; *Social Environment
IDENTIFIERS- Asia; Caribbean; *Europe; Mediterranean Region

The proceedings of a colloquy on the education and cultural development of migrant women, sponsored by the Council of Europe's Council for Cultural Co-operation (CDCC), are summarized in this volume, which includes background papers, speeches, discussion summaries, recommendations, and bibliographies. The opening section explains the history of the colloquy and its intercultural approach and discusses three major goals: (1) to consider the extent to which women migrants and their daughters are able to take advantage of the social, educational, and cultural opportunities available in receiving countries; (2) to examine social and cultural factors that inhibit or encourage social and educational involvement; and (3) to identify practices that could lead to improvement. Separate sections are devoted to discussions of migration trends, the position of migrant women, the degree of their self-determination, differences between first and second generation women, and ways to bridge the gap between the migrant community and the receiving society. Specific topics include parental views of education, second language learning, job training, and discrimination. The appendices contain one general paper about European migration trends and policies and four papers concerning women from Caribbean, Mediterranean, and Asian countries settling in Europe. Also appended are reports of the working groups, recommendations, and a list of participants. (JHZ)

ED 272 341 RC 015 853

McCune, Allen
Small, Rural Schools Can Effectively Utilize the PSAT/NMSQT.
PUB DATE- 30 Feb 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; Aptitude Tests; Career Planning; College Entrance Examinations; Grade 11; Guidance Programs; High Schools; Longitudinal Studies; Outcomes of Education; *Post High School Guidance; Program Descriptions; Program Implementation; *Rural Education; *Scholarships; School Counseling; *Small Schools; *Testing Programs; Test Use
IDENTIFIERS- Kansas; *National Merit Scholarship Qualifying Test; *Preliminary Scholastic Aptitude Test

The Halstead/Bentley Public School District in south-central Kansas has a long, successful history of administering a comprehensive evaluation program of achievement, scholastic aptitude, and interest tests and inventories in grades K-12. The PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) is an important part of the evaluation program, and each year approximately 65% of the junior class voluntarily take part in the testing and pay their own registration fees. The major purpose of the evaluation program is to help parents, faculty, staff, and students to understand each student's abilities. This understanding forms the basis of educational and career planning for each student. The PSAT/NMSQT is not used primarily as a scholarship test, but as a tool for education and career guidance. This report describes the district's procedures for administering the PSAT/NMSQT from preparation to follow-up. Data tables show post high school plans of seniors and scholarship awards from 1967 to 1985. (JHZ)

ED 271 959 FL 015 814

MacWhinney, Brian, Ed.; And Others
Access to the CHILDES Data Base, and CHILDES Transcript Coding Conventions.
Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.

PUB DATE- Apr 86
NOTE- 12p.
AVAILABLE FROM- Carnegie-Mellon University, Department of Psychology, 3328 Longbow, Pittsburgh, PA 15235.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Journal Articles (080)
DESCRIPTORS- Cataloging; Child Language; *Classification; *Databases; Guidelines; Indexing; *Information Retrieval; *Search Strategies; *Telecommunications; Time Sharing
IDENTIFIERS- *Coding

Two articles provide: (1) instructions for gaining telecommunications access to CHILDES, a child language database; and (2) the conventions guiding transcript coding in the database. The first article provides access instructions for telecommunications systems, the commands a user would need to know, and brief notes on searching and other aspects of file manipulation. The transcript coding conventions are for the 1.1 version of CHILDES. Included are notes on changes from the 1.0 version and instructions on coding conventions. The conventions include: auxiliary files, headers, the main textual line, dependent tiers, special symbols used to delimit utterances, and scoping or coreferencing. (MSE)

ED 272 002 FL 015 864

Savoie, Norman R.
A French Culture Course for Non-Language Majors.

PUB DATE- May 85
NOTE- 23p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Second Language Programs; *Course Content; Course Descriptions; *Cultural Education; Curriculum Development; *Elective Courses; French; Higher Education; Language Tests; Second Language Instruction
IDENTIFIERS- *France; *French Culture; Utah State University

The traditional upper-level course in French civilization at Utah State University was abandoned in favor of a course entitled "France Today," taught once a year to a consistent enrollment of students majoring in a wide variety of disciplines. The content varies somewhat each year, but the class typically begins with several class periods devoted to discussing perceptions and stereotypes of France, focusing on serious topics such as living conditions and culture shock and on lighthearted topics such as "franglais." Several subsequent classes are spent discussing the country's history and government. After the first exam, an open book-closed book test, discussion moves to France's role in world and European geography, economy, and culture. The next ten class meetings are spent in imaginary travel in France, accompanied by audiovisual materials and discussions of lifestyles, regional character, food, and leisure. After a second exam, two class meetings are spent examining a variety of topics, using culture capsules found in textbooks or personally created by the teacher. The last four classes are used to study gestures, using slides and live demonstrations and encouraging lively student participation. A number of examples of test questions are included in the document. (MSE)

ED 272 016 FL 015 878

Casellas de Kelly, Maria del Rosario
Spanish for Professionals.
PUB DATE- May 85
NOTE- 23p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Second Language Programs; Enrollment Trends; *Financial Support; Higher Education; *Languages for Special Purposes; Organizational Development; Problem Solving; *Professional Occupations; *Program Development; Public Relations; Second Language Instruction; *Spanish
IDENTIFIERS- University of New Mexico

A University of New Mexico program in Spanish for professionals began in 1981 as a Spanish and Portuguese program to provide language training for personnel in health care, business, law, and education. The program encountered early problems of uneven enrollments, funding difficulties, and some lack of interest from the campus professional schools until the Department of Modern and Classical Languages indicated willingness to integrate courses into department operations and further liaison with the Division of Continuing Education and Community Services was established. Early results of this effort were intermediate classes for business, law, and medical professionals, to which were soon added introductory classes. These classes attracted teachers needing recertification.

When enrollments had begun to stabilize, organizational and publicity problems threatened the program. Restructuring of program aspects such as faculty payment schedules, class locations, information dissemination, and contacts with the public school system solved many problems. Enrollments increased, a new curriculum for educators was developed, and a summer institute for Spanish teachers was inaugurated. A regional survey was undertaken to determine other educational needs and provide a basis for further program development. Reproductions of the university catalog pages relating to the program, course descriptions, flyers, and news releases are appended.(MSE)

ED 272 030 FL 015 892

Kardash, Carol Ann; And Others
Multilingual Referents in Cognitive Processing.
PUB DATE- 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Bilingualism; English; French; *Language Processing; *Logical Thinking; Memory; *Note Taking; *Reading Comprehension; *Recall (Psychology); Study Habits

A study was carried out to investigate the effects of inducing bilinguals to use both of their languages to read, study, and recall information from a passage of expository text. The subjects were 80 French-English bilinguals who read a passage in either English or French and took notes in either language. They then completed tests of free recall and inference in French or English. The interaction of language of reading, language of note-taking, and language of recall and its effects on the quality of recall were of particular interest in the study. Results indicated that, contrary to expectation, varying the language in which the passage was read, studied, and recalled failed to influence either the amount of information recalled or the ability to draw inferences based on the reading. However, the subjects had more confidence in their recall when the text was presented in their native language even when their performance on the two language versions did not differ significantly. Based on these results, it is proposed that the same ideas expressed in two languages are not stored separately but in a unified semantic component, a finding in basic accord with previous research on bilingual memory. References, tables, and figures are appended. (MSE)

ED 272 085 HE 019 524

Wagner, Marta

The American Scholar in the Early National Period: The Changing Context of College Education, 1782-1837.

PUB DATE- Dec 83
NOTE- 325p.; Doctoral Dissertation, Yale University. This dissertation was a runner-up for the Distinguished Dissertation Award, Association for the Study of Higher Education, 1985.
AVAILABLE FROM- University Microfilms, 300 North Zeeb Road, Ann Arbor, MI 48106
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Historical Materials (060)
DESCRIPTORS- Archives; *Educational History; Higher Education; *Honor Societies; Philosophy; Political Attitudes; *Political Issues; Social Attitudes; *Speeches
IDENTIFIERS- *Phi Beta Kappa

Positions taken in Phi Beta Kappa orations between 1782 and 1837 were examined to determine whether partisan stands were taken on controversial issues. The orations that were located suggest that the speakers' social and political choices did not correlate with specific systems of ideas. The Enlightenment offered intellectual arguments as ways to oppose economic, political, and social transformations. For example, the power of human reason to discover a natural order in ethics, politics, and other realms received some attention. Orators with varying experiences employed the available philosophy in ways that helped them adapt to a developing market economy. Conflicts about the suitability of controversial oration topics arose because Americans were trying to shape their institutions. However, neither the personal nor educational backgrounds of the Phi Beta Kappa orators automatically served as a basis for predicting their responses to social and political questions. In the 19th century, educators aligned with the ruling orders found that the philosophy they advocated could promote unexpected consequences. Biographical information about Phi Beta Kappa anniversary orators during 1782-1837 is appended, along with a list of the orators and the title of their addresses, arranged by college/university and chronologically. A 15-page list of references concludes the dissertation. (SW)

Patron Use of Computers in Public Libraries.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CS-86-203b
PUB DATE- Mar 86
NOTE- 18p.; Appendices contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Literacy; *Computer Software; *Library Services; Library Surveys; *Microcomputers; National Surveys; *Public Libraries; Questionnaires; Tables (Data); Use Studies

A survey was conducted to determine the extent to which public libraries have made computer hardware and software available to their patrons. In December 1984, questionnaires were distributed to a stratified national probability sample of 900 public library systems. Results, based on a response rate of 99%, indicate that: (1) 42% of the systems serving large populations (100,000 or more) had computers for patron use, compared with 26% for medium-sized populations (10,000-100,000), and 13% for small populations (fewer than 10,000); (2) an estimated 3,300 computers were available for use in the nation's libraries; three-fourths were situated inside the library while one-fourth could be checked out for loan; (3) about half of all computers were purchased primarily with state or local funds, and one-third were obtained through gifts; (4) patrons used computers inside public libraries for a total of 52,000 hours a week, or about 23 hours per computer per week; (5) 71% of the patrons using computers inside libraries were under 18 years old, but only 30% of outside users were; (6) the typical loan period allowed for computers taken outside the library was one week (67% of systems); (7) 9 out of 10 library systems that provided computers also had computer software for use inside or outside the library; and (8) about one-half of the library systems with computers offered training or orientation sessions. Libraries also indicated a high priority for initiating or increasing hardware and software availability and the number of staff trained to assist patrons. Ten data tables and a copy of the questionnaire are provided. (JB)

ED 272 238 JC 860 419

Inside English: Journal of the English Council of California Two-Year Colleges. (Fall 1974-May 1986; 40 Issues).

English Council of the California Two-Year Colleges.

PUB DATE- 86

NOTE- 379p.; This journal is printed in oversize form (11.5 x 14.5). All pages have been photographically reduced by Eric to standard size (8.5 x 11) before microfiching. Volume numbering skips from 9 to 11, inadvertently omitting volume 10.

LANGUAGE- English

EDRS Price - MF01/PC16 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *College English; College Faculty; Community Colleges; *English Curriculum; *English Instruction; *Two Year Colleges

IDENTIFIERS- English Council of California Two Year Colleges

Designed primarily for English faculty at two-year colleges in California, "Inside English" includes articles on major instructional, curricular, administrative, and employment issues of concern to teachers in the field as well as information on the activities of the English Council of the California Two-Year Colleges (ECCTYC). This compilation represents a complete run of the journal from its inception in Fall 1974 through May 1986 (volume 13)--a total of 40 issues. (AYC)

ED 272 283 PS 015 913

Schaefer, Earl S.; And Others

Parenting and Child Behavior Predictors of Retention in Grades K, 1, and 2.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- 19 Apr 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
GRANT- NIMH-MH-35253
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; Early Childhood Education; *Mothers; *Parent Child Relationship; *Predictor Variables; Rating Scales; *School Holding Power; *Student Behavior; Student Promotion; Teacher Evaluation; *Young Children

This longitudinal study tested the hypothesis that maternal characteristics and maternal behavior with a child during infancy predicts the child's grade retention during the early elementary school years. In addition, teachers' ratings of the behaviors of children who are promoted or retained were analyzed to determine whether differences exist in social and emotional adjustment, as well as academic competence. The initial sample consisted of 321 low-income mothers of healthy infants, follow-ups at kindergarten entry were completed on 237 mothers and data on school retention during the first three years of school were completed on 209 children. Data were collected on mothers' characteristics and behaviors toward the infant during the third trimester of pregnancy and at four and twelve months postnatally; data were also collected on child grade retention or promotion and teachers' ratings of child academic competence and social adjustment. Factor analyses and analyses of variance revealed that maternal interactions with the infant predicts grade retention during the early school years. Moreover, mothers of children retained during the early school years were rated as lower on interactions with their infants at twelve than at four months. It was also found that teachers' ratings of child academic competence are significantly related to grade retention or promotion. (BB)

ED 271 974 FL 015 836

Matthews, Patricia; Zumbar, Angela
Intercultural Aspects of Multinational Business.
PUB DATE- 85
NOTE- 24p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Business Administration Education; *Cultural Awareness; Culture Conflict; Higher Education; *Intercultural Communication; Interdisciplinary Approach; *International Trade; Language Proficiency; *Languages for Special Purposes; *Problem Solving; Program Descriptions; Required Courses; Second Language Instruction
IDENTIFIERS- Mount Union College OH

One of the major challenges facing most departments of business administration is international business, a field that warrants expansion because of the world economy and because it is of increasing importance to most countries. One of the goals of any

international business curriculum must be to establish awareness and understanding of the cultural environment of multinational business. Ignorance of cultural differences is not just unfortunate, it is bad business, and it entails possible disastrous consequences. Culture includes language, religion, values and beliefs, customs, legal and political traditions, status and social relationships, and material symbols. International managers need a conceptual scheme to analyze relevant cultural differences in all of these areas and techniques for solving problems resulting from them. Mount Union College in Ohio has developed an interdisciplinary international business major to address all of these areas. It exposes students to the available technology, theory, and practices for situational analysis. A final written project and a special problems course, conducted in the foreign language and emphasizing the importance of cross-cultural communication and access to the host culture, are features of the curriculum. A brief description of each aspect of the program, including the credit allotment, is included. (MSE)

ED 271 988 FL 015 850

Westerfield, Kay J.; And Others
Business Simulations in Language Teaching.
PUB DATE- 85
NOTE- 32p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; Classroom Techniques; College Bound Students; Communicative Competence (Languages); Educational Games; *English (Second Language); Foreign Students; Higher Education; Pilot Projects; *Problem Solving; Program Descriptions; Second Language Instruction; *Simulation; Teaching Methods
IDENTIFIERS- University of Oregon

This paper describes a pilot project, conducted within the American English Institute at the University of Oregon, on the use of a published business-oriented management simulation in English language training for university-bound international students. The management game simulated competition among a group of manufacturing companies to acquire raw materials, manufacture finished goods, and sell the goods on the open market. The theoretical framework under which this pilot project was conducted is the communicative approach to second language teaching and testing. The simulation was conducted over 2 days for a total of 12 hours; eight staff members coordinated the event and 20 students participated, receiving compensation for their involvement. Three kinds of language activity occurred during the simulation game: natural discourse stimulated by the game, language pre- and post-tests, and additional written discourse exercises based on a memorandum and a business letter. Results indicated significant improvement in language skills among participants. Findings also showed that the participants performing best in the simulation also showed the greatest improvement on a final business concepts test. Game-players also participated actively in discourse and responded enthusiastically to the simulation. Guidelines and methodological suggestions for choosing, preparing for, and conducting a simulation are provided. (MSE)

Mastrocola, Katherine

Where Are They Now? A Follow Up Case Study of Twelve Returning Graduate Women from the 1960s-80s: Their Hopes, Expectations, and Realizations.

PUB DATE- 16 May 86
NOTE- 16p.; Paper presented at the Annual Colloquium of the Council of Graduate Students in Education, University of Pittsburgh School of Education (11th, Pittsburgh, PA, May 16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; Age; *Aspiration; Careers;

Educational Attainment; *Employment Experience; *Females; *Feminism; Followup Studies; Graduate Study; Higher Education; Life Style; Occupational Aspiration; Personal Autonomy; Professional Autonomy; Professional Personnel; *Reentry Students; *Reentry Workers; *Self Concept; Social Change; Success

Twelve women who reentered graduate study/career pursuits were studied to determine their perceptions of self and world, and their relationship to the women's movement of the 1960s. The women were in their 30s, 40s, and 50s and pursued graduate school/career pursuits during the 1960s, 1970s, and 1980s. Self-worth achieved by the successful career women was experienced in three ways: an income allowing them to have financial self-reliance; recognition of their work and valuing themselves as professional women; and good work with commensurate high income. Independent thought, the invariant structure of self, was developed by these 12 women throughout adulthood and was the stimulus for perceiving the world as a place to establish their individuality, which was expressed in a successful educational/career pursuit with or without their husband's approval or support. The women's movement, the invariant structure of world, provided them the incentive to implement their autonomous selves successfully in graduate study/careers. Consideration is given to: life styles reflected in the marriages of six of the women; a comparison of influences and outcomes affecting women in their 30s, 40s, and 50s; and the women's movement and societal stages in the 1960s, 1970s, and 1980s. (SW)

ED 272 072 HE 019 495

Garcia, Rodolfo

Institutional Diversity. The NCHEMS-NIE Indicators Project. Final Report.

National Center for Higher Education Management Systems, Boulder, Colo.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; *College Environment; College Programs; *Higher Education; *Institutional Characteristics; *Models; *Organizational Theories; Reputation; School Organization; Student Characteristics
IDENTIFIERS- *Diversity (Institutional); Population Ecology Model

Birnbaum's 1982 study of diversity in higher education is reviewed, and the development of an indicator series on institutional diversity is evaluated. Birnbaum studied diversity in higher education in the framework of a natural selection or population ecology model, which emphasizes the importance of environmental factors in shaping populations of organizations. Organizations are viewed as evolving through three stages: variation, selection, and retention. Earlier reports have cited six dimensions of diversity: governance, output, finance, program, clientele, and delivery system. In the context of the population ecology model, the dimensions of program, clientele, and delivery system show the most promise for compatibility. Attention is directed to the following factors that have been addressed in consideration of diversity in higher education: internal and external diversity, programmatic diversity, procedural diversity, systemic or structural diversity, constituential diversity, reputational diversity, and value and climate diversity. The method and findings of Birnbaum's study are discussed, and attention is directed to how further study of diversity can build on Birnbaum's work. It is suggested that further refinement of diversity measures is not the best direction. A 12-item list of references concludes the document. (SW)

ED 272 125 HE 019 586

Gardiner, John J.
Governance.
Association for the Study of Higher Education.
PUB DATE- 86
NOTE- 47p.; Prepared as part of the ASHE-ERIC Clearinghouse for Course Syllabi in Higher Education Project. For related documents, see HE 01 576-593.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Administration; Course Content; *Course Descriptions; Course Organization; Curriculum Development; *Decision Making; *Governance; *Government School Relationship; Graduate Study; Higher Education; *Postsecondary Education as a Field of Study; Power Structure; Reading Materials; Seminars; Teaching Guides
IDENTIFIERS- *ASHE ERIC Higher Education Course Syllabi Project; New York University; University of Chicago IL; University of Michigan; University of Wisconsin Madison

Patterns that emerged from reviewing 14 syllabi for courses on governance in higher education are discussed, and four sample syllabi are presented. These courses are offered as part of graduate level studies in the field of higher education. A definition of governance that emerged from the 14 syllabi might be that of a study of authority and power in decision-making among the internal and external forces affecting the institution. Many other definitions were identified. Higher education periodicals used most frequently by faculty of governance courses are listed, along with the names of resource materials most commonly used, and the number of course syllabi that cited a particular reference. The 14 people who submitted course syllabi and the syllabi network is are identified. Sample syllabi from New York University, the University of Wisconsin-Madison, the University of Michigan, and the University of Chicago are provided. Each syllabus identifies course objectives, requirements, teaching approaches, and subtopics of concern. Two of the syllabi focus on higher education's relationship with state and federal governments. One of the syllabi offers an integrated approach to a seminar in the subject area of governance in higher education. A list of members of the course syllabi network is included. (SW)

ED 272 268 PS 015 686

Tamir, D., Ed.; And Others
Stimulation and Intervention in Infant Development: Theories, Evaluation and Research, Programs in the Community, Fetal Behavior and Intervention for the Child at Risk.
PUB DATE- Jul 84
NOTE- 447p.; Book is based on International Symposium on Intervention and Stimulation in Infant Development (1st, Jerusalem, Israel, July 1984).
AVAILABLE FROM- Freund Publishing House Ltd., Suite 500, Chesham House, 150 Regent Street, London W1R 5FA, England (Institutions, $60; individuals, $24).
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- *Child Development; *Community Programs; *Diagnostic Tests; *High Risk Persons; Infants; *Intervention; Models; Parent Role; Program Evaluation; *Stimulation; Toddlers
IDENTIFIERS- *Fetal Development; Research Results

This up-to-date and comprehensive compendium reflects the state of professional understanding, research, and experience in the field of intervention in child development. The book is intended to be of use to pediatricians, psychiatrists, neurologists, child psychologists, social workers, nurses, occupational therapists, early childhood educators, infant caregivers, and parents. The book is divided into five units; the first is devoted mainly to theoretical background and a review of the literature on intervention in child development. The second unit deals with practical intervention programs in different countries and cultures. The last three units deal with the child at-risk for developmental disabilities, fetal development, and experiences in diagnosis and evaluation of child development. (RH)

ED 272 299 PS 015 931

Gammage, Philip
Perspectives on the Personal: Social Psychology and Education.
Nottingham Univ. (England).
REPORT NO.- ISBN-0-85359-160-1
PUB DATE- 7 Nov 85
NOTE- 35p.; Inaugural Lecture at the University of Nottingham, School of Education (Nottingham, England, November 7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Education; Elementary Secondary Education; *Personality; *Self Esteem; Socialization; *Social Psychology; *Teacher Influence; *Teaching Styles

Indicating that the essence of social psychology is social influence, this inaugural lecture discusses social psychological dimensions of education. Particular attention is given to the topics of teaching styles and the impact of the student's personality and social learning outcomes on school achievement. It is pointed out that recent research on classroom interaction shows some agreement on certain aspects of teaching style which help low socioeconomic status children learn. Subsequent discussion focuses on recent studies conducted in England, including Bennett's (1976) controversial study of primary classrooms, Galton and others' (1980) Leicestershire study of primary classrooms and of transition from primary to secondary schools, and Hargreaves' (1967, 1975, and 1978) studies of social relations in a secondary school, interpersonal relations and education, and the effects of the classroom on teachers' behavior. Concerning self-esteem, the consistent finding of a high correlation between low self-esteem and low school performance is supplemented with summaries of additional research findings. Concluding remarks briefly explore ways in which school ethos, classroom climate and teaching style influence student achievement and suggest that the real challenge of education is located in the interactive, social psychological processes of adaptation and engagement. (RH)

ED 271 960 FL 015 815

English Teaching Profile: Colombia.

British Council, London (England). English Language and Literature Div.

PUB DATE- May 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Bilingual Education; Creative Writing; Educational Administration; Educational Policy; Elementary Secondary Education; *English (Second Language); Foreign Countries; Instructional Materials; International Cooperation; *Language Role; Postsecondary Education; Research Projects; *Teacher Education; Technical Assistance
IDENTIFIERS- *Colombia

A review of the status of English language instruction in Colombia provides an overview of the role of English in the society in general and outlines the status of English use and instruction in the educational system at all levels (elementary, secondary, postsecondary, and teacher education). The following topics are covered: the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, English instruction outside the educational system, British and U.S. support for the teaching of English, and commercial opportunities related to English instruction. Although English is the first foreign language of Colombia and is indispensable for business, commerce, professional reading, and advanced studies, it is accorded disappointingly low priority in secondary education and is very poorly taught. However, there is an increasing realization of the importance of improved standards of teacher training as a key to improved teaching and learning. A source of information is provided for further details on this profile. (MSE)

ED 272 045 HE 019 423

McCann, William J., Jr.
A Survey of Policy Changes: Foreign Students in Public Institutions of Higher Education from 1983 to 1985. IEE Research Report No. 8.
Institute of International Education, New York, N.Y.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Feb 86
NOTE- 14p.; For results of 1981 survey, see ED 240 913.
AVAILABLE FROM- Institute of International Education, Publication Service, 809 United Nations Plaza, New York, NY 10017 (single copies free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; Ancillary School Services; *College Admission; College Entrance Examinations; Educational Policy; *English (Second Language); Enrollment Trends; *Foreign Students; Higher Education; Language Skills; Public Colleges; *Public Policy; School Surveys; State Action; *State Colleges; State Legislation; *Tuition

Changes in foreign student services and tuition and admission policies affecting foreign students from 1983 to 1985 were surveyed at 681 public colleges and universities. With annual percentage increases below 1%, most colleges had stable (42%) or declining (30%) foreign enrollment since 1983. A third of the schools did not maintain foreign student services at fully adequate levels because of a combination of financial constraints, lack of interest in foreign students, and personnel and office space shortages. Schools were also concerned about foreign students' English language proficiency, and many schools were raising English test score requirements. A total of 43% of the schools indicated that admission standards for foreign students have become stiffer than those for domestic students. About half of the schools required foreign students to demonstrate their ability to cover their educational expenses before admission. While little statewide action has been taken, the action that did occur focused primarily on tuition policy. Legislative or court action taken on tuition policy occurred in Texas, California, New Mexico, and Idaho. Actions by other states on English language proficiency requirements for foreign teaching assistants are also specified. (SW)

ED 272 112 HE 019 559

Weldon, Kent; Makowski, David J.
Information and Analytic Resource Guide. Part I. NCHEMS In-House Resources. First Revision.
National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Nov 76

NOTE- 177p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Oriented Programs; Computer Software; *Databases; *Higher Education; *Information Sources; *Management Information Systems; *Research Tools
IDENTIFIERS- *National Center for Higher Educ Management Systems

Information is provided on the data sources and tools used in-house at the National Center for Higher Education Management Systems (NCHEMS). The objective of the guide is to serve as a central resource for the various data management and analysis activities of NCHEMS. Summaries are provided of NCHEMS information and analytic resources including database descriptions, data management and analysis systems, NCHEMS facilities, and NCHEMS products. The format of the guide is: an abstract for each information brief; a list of documentation and references relevant to the information brief; general information of interest to the entire staff; use of the resource, including data retrieval instructions; and when applicable, technical information on software/hardware or files. The guide covers NCHEMS' database holdings and general information on the Higher Education General Information System. The databases are identified with a unique reference or entry number. The following data management and analysis systems are included: EDSTAT (System 2000), National Education Data Library, MARK IV, and Table Producing Language. Three NCHEMS facilities are covered: NCHEMS' computer services vendors, remote job entry facility, and United Airlines computing services. Finally, the State Postsecondary Education Planning Model is included. (SW)

ED 272 167 IR 012 226

Elder, B. Leon; And Others
Development of Interactive Videodisc Training for Army Land Navigation Skills. Final Report.
Human Resources Research Organization, Alexandria, Va.
SPONS. AGENCY- Advanced Research Projects Agency (DOD), Washington, D.C.
REPORT NO.- HumRRO-FR-PRD-85-17
PUB DATE- Dec 85
NOTE- 59p.
CONTRACT- MDA903-83-C-0453
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Formative Evaluation; *Instructional Development; *Interactive Video; Learning Strategies; Material Development; Microcomputers; Military Personnel; Military Training; *Navigation; Skill Development; Spatial Ability; *Video Equipment

Interactive videodisc computer-assisted instruction (CAI) on land navigation tasks for M1 Abrams tank commander was developed and installed in a Basic Noncommissioned Officer's Course (BNOC) classroom at Fort Knox, Kentucky. A two-sided videodisc was developed to support the CAI courseware, which was developed on Hazeltine Corporation's MicroTICCIT system using the ADAPT authoring language. This report on the development and implementation of the instructional system contains an executive summary and background information, as well as detailed information on the project's activities and products. This information is presented in five sections, which address: (1) the design of the CAI courseware; (2) the presentation of the courseware on MicroTICCIT; (3) the contents of the videodisc; (4) the implementation and evaluation of remedial CAI; and (5) the materials included in the courseware for each of the five land navigation tasks--Identify Terrain Features and Determine Elevation, Orient a Map by Terrain Association, Determine a Location on the Ground by Terrain Association, Locate an Unknown Point on the Ground by Intersection or Resection, and Analyze Terrain Using the Five Military Aspects of Terrain. A list of references and a glossary of terms are provided, and learning guidelines and land navigation courseware menus are appended. (JB)

ED 272 196 IR 051 570

Graham, Elaine, Ed.; Kesti, Julie, Ed.
Manual for Librarians in Small Hospitals. Sixth Edition.
California Univ., Los Angeles. Biomedical Library.; Pacific Southwest Regional Medical Library Service, Los Angeles, CA.
SPONS. AGENCY- National Library of Medicine (DHHS/NIH), Bethesda, Md.
PUB DATE- 85
NOTE- 81p.; For a related document, see IR 051 568-571.

CONTRACT- USPHS-N01-LM-2-3514
AVAILABLE FROM- Publications, PSRMLS/Biomedical Library, Center for the Health Sciences, University of California, Los Angeles, CA 90024 ($7.95).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cataloging; Guidelines; Hospital Libraries; Information Sources; Interlibrary Loans; *Library Administration; *Library Materials; *Library Services; Library Technical Processes; *Medical Libraries; Regional Programs

This manual is designed to aid the inexperienced person assigned to a hospital library and given the responsibility of ordering library materials, organizing the collection, borrowing from other libraries, and seeking information. Following a brief introduction, the manual is divided into 10 chapters: (1) Organization and Administration of the Library; (2) Collection Development, Acquisitions, and Processing of Library Materials; (3) Organizing Library Materials--Cataloging and Classification; (4) Circulation; (5) Reference Services; (6) Index Medicus and Abridged Index Medicus; (7) MEDLINE: Computer-Produced Bibliographic Searches; (8) Interlibrary Loan; (9) Audiovisual Services; and (10) Regional Medical Library Services. Ordering information and approximate prices for all publications mentioned in the manual are provided in an appendix. (THC)

ED 272 211 IR 051 585

Tanodi, Aurelio
The Status of Archivists in Relation to Other Information Professionals in the Public Service in Latin America.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-85/WS/13
PUB DATE- 85
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Archives; Career Education; *Career Planning; Developing Nations; *Group Status; Information Scientists; Librarians; *Professional Development; Program Descriptions
IDENTIFIERS- *Archivists; Information Industry; *Latin America; Records Management

This study is intended to promote the development of the archival and records management professions in Latin America by providing basic data on the status of professionals in this area in relation to other information professionals in the public service, particularly librarians and documentalists. It deals with the basic issues of recruitment, training, employment qualifications, conditions of service, remuneration, legal rules, and career opportunities. In preparation for the study, a questionnaire was mailed to the heads of the national or general archives of concerned countries. Replies were received from Argentina, Brazil, Colombia, Costa Rica, Chile, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Peru, the Dominican Republic, and Uruguay. In addition information was sought from archivist schools and faculties. For the first time, this document provides basic data in a number of these areas that can be used to support efforts to upgrade the status of archivists and their colleagues in the information field in Latin America. A bibliography is included. Appendices include the letter to heads of national archives, the questionnaire, a list of individuals who answered the questionnaires, and replies from Bolivia and Haiti. (THC)

ED 272 225 JC 860 406

Minckley, Barbara B., Ed.
Models for Collaboration: Nursing Service--Nursing Education. Proceedings of the Midwest Alliance in Nursing Fall Conference (Rapid City, South Dakota, September 16, 1980).
Midwest Alliance in Nursing, Inc., Indianapolis, IN.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 81
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Agency Cooperation; *Clinical Experience; *Cooperation; Cooperative Programs; *Education Work Relationship; *Nursing; *Nursing Education; Postsecondary Education; *School Community Relationship; Shared Resources and Services

A sample of collaborative experiments in nursing service and education in the Midwest are described in these conference proceedings. Section I presents "Unification, Reunification: Reconciliation or Collaboration," by Helen R. Grace, which discusses the conditions necessary and sufficient to produce a true clinical-educational conjoint relationship. Section II, "An Experience in Collaboration," by Geraldine Price and Peggy Gray, examines a federal- and state-supported system of highly successful Nursing Home Area Training Centers. Section III contains "Experience in Collaboration--Using Three Methods," by Sr. Rosalie Klein and Mary Jane Mayer, which details the working relationship between a community health nursing agency and nursing educational programs, whereby students are placed in the agency for guided basic experience. In section IV, a triad of views by an educator, a service director, and a new nurse graduate are provided in "The Need for Collaboration: A Statewide Nursing Consortium as a Facilitating Mechanism," by Elisabeth Zinser; "Perspectives of Nursing Service," by Beth Roder; and "Transition from School to Practice: A New Graduate's Perspective," by J. Jean Mellum. Finally, section V presents brief descriptions of additional examples of service/education collaboration. (RO)

ED 272 239 JC 860 431

Radcliffe, Susan; And Others
Ten Year Overview of HCC FTE Enrollment: Fiscal Year 1976 to Fiscal Year 1985 and Thirteen Percent of HCC Students Have Earned Previous Degrees and Percent of Student Population by Age. Flash Facts IR Mini Reports; Volume 1, Numbers 1-3.

Howard Community Coll., Columbia, MD. Office on Institutional Research.
PUB DATE- 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- *Age Groups; Community Colleges; *Educational Attainment; *Enrollment Trends; Full Time Equivalency; Institutional Research; *Student Characteristics; Trend Analysis; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Howard Community College MD

These mini-reports present summaries of data and research findings about the students of Howard Community College (HCC) in Maryland. In the first report, trends in full-time equivalent (FTE), credit, and continuing education enrollments are charted from 1976 to 1985, showing a 92% increase in total FTE enrollment. The second report focuses on HCC students with previous degrees, indicating that: (1) 13.1% of the students (N=400) have already earned a degree; (2) of these, 57.7% hold a bachelor's degree, 22.0% hold a master's degree, 15.3% hold an associate degree, and 3.8% hold a doctorate; and (3) within HCC's service area, 46% of the residents hold a college degree. The final report looks at trends in age distribution, indicating that the enrollment of traditional-aged students (those aged 20 and younger) has remained fairly constant at a little more than 25% of the entire student body; that the 21-30 age group has shown a constantly increasing trend, while the 31-40 group has been decreasing; that among day students there has been a decline in the percentage of traditional-aged students and an increase in nontraditional-aged students; and that part-time students have shown increasing percentages in the 21-30 age group and decreasing percentages in 31-40 age group. (RO)

ED 272 315 PS 015 965

Carlson, Allan C.
The Diversity and Strengths of American Families. Testimony by the Executive Vice President of Rockford Institute before the Select Committee on Children, Youth and Families, U.S. House of Representatives.
PUB DATE- 25 Feb 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Family (Sociological Unit); *Federal Government; *Government Role; Hearings; Public Policy; *Religion; State Church Separation; *Taxes; *Welfare Services
IDENTIFIERS- *Research Results

Testimony is offered concerning the policy implications of research findings identifying qualities common to strong families and aspects of family effectiveness. It is argued that the Federal government should recognize and respect the intact two-parent family as the most efficient family structure and must not interfere with the free exercise of the social function of religion. The six qualities common to strong families are: a shared commitment to the welfare and happiness of family members; an appreciation for each other; the spending of time together; good communication patterns; a strong spiritual or religious orientation; and an ability to cope or deal with crises in a positive manner. Specific measures are advocated which would redirect federal policy to encourage a greater number of strong families. The specific measures concern tax policy, welfare policy, and the relation between church and state. (RH)

ED 272 329 RC 015 783

Kleinfeld, Judith; McDiarmid, G. Williamson

Living To Tell the Tale: How To Do Research on Politically Controversial Topics and Communicate Your Findings.

PUB DATE- Sep 85
NOTE- 19p.; Paper presented at the AWIS-AK Breakfast at the Arctic Science Conference, (Fairbanks, AK, September 27-29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alaska Natives; *Diffusion (Communication); *Educational Research; Elementary Secondary Education; Human Relations; Linking Agents; Political Issues; Research Administration; Research and Development; *Research Design; Researchers; Research Reports; *Research Utilization; Rural Areas; Small Schools; *Theory Practice Relationship
IDENTIFIERS- Alaska; *Controversial Issues; Research Results

Fifteen years' experience of conducting politically controversial statewide research on rural/small school and Alaska Native educational issues in Alaska forms the background of this paper, which identifies practical strategies for gaining access to sites and data, developing support for research enterprises, and communicating information in ways that do not alienate the decision-makers the researcher is trying to influence. Steps recommended for the exploratory phase of research are identifying stakeholders, gaining the confidence of stakeholders by personally asking for their advice; and collaborating with practitioners or establishing a steering committee which includes them. Strategies suggested for the research design phase include framing research questions in non-threatening ways; keeping scientific validity as well as human credibility in mind; and creating a dissemination plan. Practices to aid in research dissemination include communicating preliminary results personally to stakeholders, using a mix of media (news articles, radio, television documentaries, slide shows, linking agents) to publicize findings, communicating findings in easily digested/discussed small pieces, tailoring reports to the audience, and repeating the message many times to create an impact. The paper cautions that, despite efforts to gain support for the research and to communicate the findings, it may well have little direct, observable impact on practical decisions. This does not, however, mean that the research has not been useful. (NEC)

ED 272 342 RC 015 855

Gayeff, Yvonne M.

A Harvest of Equity.

PUB DATE- 28 Mar 86
NOTE- 11p.; Paper presented at the Business, Industry, Counseling and Education Conference (Miami, FL, March 28, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Career Guidance; Disadvantaged; *Dropout Prevention; *Dropout Programs; *Educational Opportunities; Equal Education; Futures (of Society); *Migrant Education; Migrant Programs; *Migrant Youth; Outreach Programs; Postsecondary Education; Program Descriptions; Secondary Education; Vocational Education
IDENTIFIERS- *Migrant Dropout Youth Program

Educational equality for migrant youth has not been realized in American society. By grade 10, 80-90% of migrant youth drop out of school. When migrants drop out, they are academically 1 to 2 years behind other students their age. They have limited English skills, poor self-concepts, few job skills, and no career plans. The National Association of State Directors of Migrant Education made dropout prevention and retrieval top priorities in the late 1970s and developed the Migrant Dropout Youth Program (MDYP) with the goal of increasing the number of migrant youth who resume school or vocational education and/or pursue education beyond the secondary level. MDYP services include counseling, career education, a newsletter, and a toll-free telephone number. Once migrant youth have made career decisions, they are linked with the most appropriate educational or training program. Even with the expanding efforts of the MDYP, the needs of migrant youth remain largely unmet. Educational and vocational training opportunities must be developed for them to provide the assistance they need to set and achieve career goals to become fully functioning contributors to society. (JHZ)

ED 272 003 FL 015 865

Grandjean-Levy, Andree
French for "Hotellies": A Recently Instituted Course at the Cornell School of Hotel Administration.

PUB DATE- May 85
NOTE- 11p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; Class Activities; *Conversational Language Courses; Course Content; *Cultural Education; Curriculum Development; *French; Grammar; Higher Education; *Hospitality Occupations; *Hotels; Instructional Materials; *Languages for Special Purposes; Second Language Instruction; Student Attitudes; Tourism
IDENTIFIERS- *Cornell University NY

The Cornell School of Hotel Administration in collaboration with the Department of Modern Languages and Linguistics offers a course in French for a small group of students who have had the equivalent of at least two semesters of college French. The course emphasizes oral/aural French with very little class time spent on grammar study. Grammar reviews and exercises are assigned and quizzes are given, but the students' greatest motivation for learning grammar comes with the realization of the usefulness of grammatical speech in the hotel profession. The basic text is a French textbook, patterned after French hotel-school manuals, which covers the various hotel services and courtesies. Supplementary hotel realia, slides collected in France, and videotaped advertisements are used by students to prepare conversations, and two professional publications are used for current information and vocabulary development. Students practice their skills in a campus hotel. Guest speakers and field trips to a French hotel in the United States are part of the curriculum, and a summer internship exchange program is being established. Instruction in cultural differences and French concepts of courtesy is included in the course. Part of the final exam is an oral proficiency interview by a teacher other than the course teacher. A more advanced course of the same type and a general business language course at a lower level are proposed, and a similar Spanish course is currently being developed. (MSE)

ED 272 017 FL 015 879

Maier, Carol

Fitting It All in One Semester: An Intensive Introductory Course in Spanish for Health-Care Personnel.

PUB DATE- May 85
NOTE- 18p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Health Occupations; Higher Education; Instructional Materials; *Intensive Language Courses; *Introductory Courses; *Languages for Special Purposes; Latin American Literature; *Nursing Education; Program Development; Second Language Instruction; *Spanish; Undergraduate Study
IDENTIFIERS- Bradley University IL

An intensive, one-semester introductory Spanish course developed for nursing and other health-care professionals is intended to make possible spoken communication in Spanish, at least on a rudimentary level. The course encountered initial problems of rapidly growing enrollment, lack of appropriate text, and limited scheduling. However, student enthusiasm, publication of new materials, and frequent course revision and refinement have made the course viable and successful. Oral and listening skills are heavily emphasized, using a method developed specifically for medical personnel in conjunction with work sheets and supplementary reading provided by the teacher. Rapid student mastery of basic skills has allowed for the addition of more advanced material and a followup intermediate section for a small group of interested students. Based on this experience, an approach emphasizing communicative skills but balancing essential vocabulary and grammatical structures for satisfying and accurate communication is recommended. Cultural materials used in the course have been varied each year with the introduction of new health care-related texts and Latino poetry and fiction, which are well received by the students and provide the basis for discussion and understanding of the Latino experience. A four-page list of works cited is appended. (MSE)

ED 272 031 FL 015 893

McKay, Sandra Lee
Topic Development and Written Discourse Accent.
PUB DATE- Mar 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Anaheim, CA, March 3-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Comparative Analysis; Cross Cultural Studies; *Cultural Influences; Discourse Analysis; *English (Second Language); Foreign Students; *Language Styles; *Sociocultural Patterns; *Writing (Composition)
IDENTIFIERS- China

A study of the influence of the writer's social and cultural background and training on the organization of his or her writing was studied in essays written by two groups of students: Chinese students at the Beijing Institute of International Relations and the Xian Foreign Language Institute and foreign students in the United States. The essays were descriptions of and responses to a situation in which rain began to fall heavily on a long line at a bus stop. It was found that most Chinese students gave the reason for being at the bus stop, described the beginning of the rainfall and the sky, described the crowd, and drew a moral lesson from the crowd's behavior. Metaphorical language was common. Elements in the nonnative U.S. students' writing that were not found in the Chinese students' papers included mention of weather predictions, excuses for taking the bus rather than driving a car, greater variation in the crowd's composition, and concern about time pressures and the opinions of others. These essays suggest that topic development is largely a factor of cultural experience, as well as social and educational policy. Therefore, teachers must be careful that assigned topics do not require students to relate experiences that they do not have, and in reading the compositions, teachers need to determine which aspects of the essay are not in keeping with their own social and cultural experiences and thus contribute to a written discourse accent. (MSE)

ED 272 086 HE 019 525

Bowen, Howard R.; Schuster, Jack H.
American Professors: A National Resource Imperiled.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; EXXON Education Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.; Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
REPORT NO.- ISBN-0-19-503693-X
PUB DATE- 86
NOTE- 322p.
AVAILABLE FROM- Oxford University Press, 16-00 Pollitt Drive, Fair Lawn, N.J. 07410 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Contracts; Doctoral Degrees; Economic Climate; Faculty Recruitment; Faculty Workload; Higher Education; Political Influences; Rewards; Schools of Education; Teacher Attitudes; Teacher Characteristics; Teacher Effectiveness; *Teacher Morale; Teacher Persistence; Teacher Qualifications; Teacher Responsibility; *Teacher Salaries; *Teacher Supply and Demand; *Teaching (Occupation); Teaching Conditions; *Work Environment
IDENTIFIERS- *United States

The impact of upheavals in U.S. higher education on the professoriate was examined, focusing on such factors as declines in enrollment and governmental support, and shifts in enrollment among fields of study. Characteristics of faculty were identified, including their tasks and capabilities, personal background, attitudes and values, emergent subgroups within the faculty, and their effectiveness in terms of the quantity and quality of their work. Based on more than 500 interviews nationally, trends in the rewards and working conditions of the profession were also considered, including workload, time use, compensation, and work environment. In considering the academic labor market, attention was directed to faculty supply and demand, faculty attrition, the changing market for Ph.D.s, and the flow to academe of persons at various stages in their careers, including the exceptionally talented. The possibility that there may be many faculty positions filled with persons inadequately qualified was addressed, along with suggestions for recruiting and retaining competent faculty and the roles of government, colleges, and faculty. Appendices cover the methodology for campus visits, data for surveying leading graduate departments, estimates of faculty attrition, estimates of faculty numbers for 1980-2010, and a bibliography. (SW)

ED 272 099 HE 019 546

Scheiber, Barbara; Talpers, Jeanne

Campus Access for Learning Disabled Students. A Comprehensive Guide.

Parents Campaign for Handicapped Children and Youth, Washington, D.C. Closer Look.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 85

NOTE- 200p.

AVAILABLE FROM- Association for Children and Adults with Learning Disabilities, 4156 Library Road, Pittsburgh, PA 15234 ($17.95).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Academic Advising; *Accessibility (for Disabled); *Ancillary School Services; College Admission; *College Choice; Educational Diagnosis; Information Sources; *Learning Disabilities; Postsecondary Education; *Student Adjustment; Student Evaluation; *Study Skills; Time Management; Tutoring

A guide to help learning disabled students achieve access to postsecondary campuses and to help campuses make accessibility a reality is presented. An explanation is offered of learning disabilities and the diagnostic processes used to determine the specific disabilities. Postsecondary options and selecting the appropriate institution are addressed, along with how to achieve campus access through academic advising, accommodations, study skills and personal adjustment. Guidelines are provided for evaluating the student's potential, ability, interests, goals, talents, and independent living skills. To help in choosing a school, information is provided about levels of support services, types of colleges and technical schools, and additional options, such as job training and adult education programs, independent living centers, and vocational rehabilitation programs. Additional topics include: the admissions process, college entrance exams, learning aids, alternative ways to fulfill course requirements, tutoring, time management, reading comprehension, listening and notetaking, writing, and classroom techniques. Information is provided on numerous resource organizations and additional publications, and suggestions for starting postsecondary programs for learning disabled students are included. (SW)

Issing, Ludwig J.
Interactive Videotex--A New Medium for Education.
PUB DATE- Jan 86
NOTE- 23p.; Paper presented at the Joint Japanese-German Symposium on Information-Oriented Society (5th, Tokyo, Japan, September 3-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Educational Innovation; Educational Trends; Foreign Countries; Futures (of Society); Information Networks; *Interactive Video; Student Attitudes; Tables (Data); Technological Advancement; Technological Literacy; Telephone Communications Systems; *Videotex
IDENTIFIERS- West Germany

After two field projects, interactive videotex (IV) was introduced in West Germany in 1983. Currently, the German IV system offers over 560,000 pages of information by more than 3,400 public and private information providers. Because the potential of this medium for education seems considerable, the use of IV for educational purposes is also being explored. Information and services offered through IV include: (1) information on educational institutions and programs; (2) registration and ordering of books and learning material; (3) courses, e.g., adjunct, refresher, correspondence, and programmed learning courses; (4) individual information exchange between learners and with teachers; and (5) computer services via host computers connected to the IV system, i.e., computer assisted learning, information searching, computer-aided problem solving, computer simulation, and tests. It is assumed that IV--especially in combination with such media as private computers and videodiscs--will become a valuable medium for education. In addition, increased use of IV in the private realm of news retrieval, telebanking, and teleshopping will also have a strong impact on students' attitudes toward ordinary school instruction, which may lead to changes in the curriculum and wider adoption of IV techniques. Data tables and graphics are provided which illustrate key points in the document. (Author/JB)

ED 272 153 IR 012 205

Tucker, Nancy G.
A Head Start in Computer Technology: How Release Time for Teachers Can Give Students an Advantage.
PUB DATE- 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Literacy; Computer Science; *Inservice Teacher Education; Instructional Innovation; Programing; *Released Time; Secondary Education; *Vocational Education; Vocational Education Teachers

The Caddo Career Center, a secondary vocational-technical school located in Shreveport, Louisiana, has undertaken an innovative approach to solving two problems common to vocational education: (1) how to provide time for vocational instructors to return to the "world of work" in order to keep up-to-date on computer technology; and (2) how to provide exposure to computer applications for vocational students. An in-school effort to make computer applications possible in all areas began in the 1983-84 school year; vocational educators, on release time from classes, volunteered to become computer literate. The administration provided substitutes or teachers covered for each other to provide release time. Through creative use of funds made available by the local school board for staff development, trade instructors began cross-training in the summer of 1985; additionally, for one week during the school year while students were in the computer lab, the area instructor went into business or industry or back to school for on-the-job computer training experiences. Students used the lab weekly to learn computer and technology literacy or programming; the schedule also provided time for the students to take a field trip to observe current technology in their field of study. An outgrowth of these activities has been the Technology Fair--a 2-day and evening showcase where students demonstrate computer related technology for parents and prospective students. The Caddo Career Center believes in providing these opportunities so that its students will be prepared to enter the work force and accept and conquer the challenges posed by technological changes. Results of student computer use for the spring of 1985 are appended. (JB)

ED 272 182 IR 012 270

Bringing Ideas to Reality: Technology in Our Schools. Proceedings of a Regional Invitational Forum (2nd, Orlando, Florida, 1985). Schooling and Technology, Volume 5.

Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 37p.; For volume 4 of this series, see ED 261 465.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computers; *Educational Change; Educational Innovation; Educational Principles; Educational Trends; Elementary Secondary Education; *Teacher Role; *Technological Advancement; *Telecommunications

This report summarizes a conference sponsored by the Southeastern Regional Council for Educational Improvement which explored issues related to the purposes, roles, and practices of the schools in regard to the new technologies. After a brief introduction, Part 1 focuses on strategies for integrating various technological approaches into the curriculum, e.g., computers, electronic art, computer assisted instruction, and electronic networks. Use of technology in school management is also discussed. Part 2 discusses future uses of technology in tomorrow's schools, addressing possible changes in the structure and functions of schools, the role of the teacher, problems that may be caused by the implementation of electronic learning, the challenges of staff development, and the question of copyright. Part 3 briefly describes three paths that educators may follow: (1) the full exploration of the creative and effective uses of electronic technologies in the instructional process and in school management activities; (2) the use of computers to assist in the instructional process, but without making changes in the curriculum to accommodate the computer; and (3) anticipation of far-reaching changes in the curriculum and public education caused by technology and rethinking the purpose of education accordingly. A list of participants and presenters at the conference is included. (JB)

ED 272 254 JC 860 446

Peterson, Barbara Bennett
Institutional Research: A Follow-Up Study on the Late Applicant and the Late Registrant at Honolulu Community College. A Leaders for the 80's Project.
Honolulu Community Coll., Hawaii.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; College Admission; *College Applicants; Community Colleges; *Late Registration; *School Holding Power; Student Recruitment; Two Year Colleges; *Two Year College Students

A study was conducted to determine the success or failure of late applicants and late registrants at Honolulu Community College (HCC) as measured by rate of completion, success in classes, etc., and to investigate ways in which the late applicant/registrant could be integrated into the mainstream of the system more easily. Avenues of recruitment were examined to determine if they could preclude some of the problems with the processing and instruction of these new students. Among the conclusions resulting from the study were the following: (1) the acceptance of late applicants/registrants appeared to be worthwhile for both the college and the student; (2) late registrants who took only one to three courses had the highest course completion rates; (3) students in vocational courses had higher rates of success than those in liberal arts courses; (4) of the 214 courses attempted by the 99 late registrants involved in the study, 152 were completed, indicating that the late registrant dropped one or two courses, but did not drop out of school; and (5) of the 144 original late applicants, 99 actually became late registrants, indicating that some students might be applying to more than one school within the system. Study findings suggested that a program providing early direction, orientation, and remediation could minimize the late application burden for both students and administrators. (EJV)

ED 272 284 PS 015 914

Johnson, Sharon Ervin
Commuter Family Relationships: Alive and Thriving.
PUB DATE- 29 Jul 86
NOTE- 9p.; Paper presented at the Annual "Families Alive" Conference (7th, Ogden, UT, September 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); *Child Rearing; *Coping; *Dual Career Family; Employed Parents; *Family Relationship; Life Satisfaction; *Life Style; *Marital Satisfaction; Surveys
IDENTIFIERS- *Commuting Workers

This study examined the impact that commuting, as part of a professional career lifestyle, has on family relationships. One hundred commuting couples participated in a paper and pencil survey. They responded to questions about coping as a family; dealing with the complications of children; keeping their relationship healthy; and commuting as a viable lifestyle choice. According to the survey, couples adjust and cope successfully by encouraging adaptability within the family; spending quality time with spouse and family; and separating professional life from family life. In terms of keeping their relationship healthy, couples stress the importance of support in one's career and marital relationship; communication; complete mutual trust, and a total commitment to the married state; maturity and stability in the marriage; and commitment to the success of the commuting arrangement and the relationship. With regard to children, couples express concern about satisfactory living and childcare arrangments; the complications of childhood illnesses; the effects of commuting on children; being left out of childrearing through absence; and strained parent-child relationships. Couples who successfully commute choose to accept the strains, guilt, stress, and loneliness as part of a lifestyle that fulfills their needs and values; the gains balance the tradeoffs. (BB)

ED 271 975 FL 015 837

Pozo, Ivania del; Antal, Leonard
Teaching Marketing in Today's World.
PUB DATE- 85
NOTE- 17p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration Education; Classroom Techniques; College Second Language Programs; Computer Assisted Instruction; *Cultural Context; Higher Education; *Hispanic Americans; *Languages for Special Purposes; *Marketing; Program Descriptions; Second Language Instruction; *Spanish; Spanish Speaking

Techniques for teaching marketing to students of business Spanish are discussed, including an examination and classification of marketing concepts, analysis of the significant and growing United States Hispanic market, and English- and Spanish-language samples of computer-assisted instructional (CAI) materials used in two colleges (Youngstown State University in Ohio and Geneva College in Pennsylvania). The CAI materials include a presentation of marketing terms and case histories with drill and practice. The curriculum treats the foreign language student as a potential businessperson in the international and domestic Hispanic markets and emphasizes the design of marketing programs. Important elements in the progam are an awareness of cultural values and attitudes, and the principle that the desires, needs, and reasonable beliefs of the marketing audience should determine what is offered rather than the reverse. (MSE)

ED 271 989 FL 015 851

McCreary, Don R.
Strategic Interaction: A Pragmatic Approach to Business Negotiation.
PUB DATE- 85
NOTE- 53p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; Business Communication; Class Activities; Classroom Techniques; *Communicative Competence (Languages); Cultural Context; *Dialogs (Language); *English (Second Language); Higher Education; Interaction; *Intercultural Communication; *Japanese; Problem Solving; Second Language Instruction; *Simulation; Student Developed Materials; Teacher Developed Materials

IDENTIFIERS- *Strategic Interaction Method

This paper provides guidelines for writing and classifying scenarios for classroom practice of language skills through the strategic interaction method. The scripts, used for spontaneous or rehearsed role-playing or transactional games, are rated according to their information load (grammatical complexity), interactional value, and transactional or negotiating value. They are illustrated with a variety of scenario examples in Japanese and English. Sixteen interaction scenario topics based on common situations are described: a traffic accident, a visit to a body shop, negotiation of a deal, telephoning the previous owner of one's home, a job interview, talking with a travel agent, negotiations in a restaurant or hotel, a court scene, an employer-employee conversation, dealing with apartment neighbors, arrest for speeding, damaging someone's property, retrieving a rental deposit, being stopped for disorderly conduct, and problems common to foreigners. Techniques for classroom presentation are suggested, and types of transactional scenarios are described. The transactions include buy-sell situations focusing on positive options, negative options, and positive aggressive options. (MSE)

ED 272 046 HE 019 425

Howard, Edrice, Ed.
Vacation Study Abroad. The Learning Traveler, Volume 2. Thirty-Sixth Edition.
Institute of International Education, New York, N.Y.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
REPORT NO.- ISBN-87206-137-X
PUB DATE- 86
NOTE- 338p.; For the 35th edition, see ED 262 702; for information on study abroad during the academic year, see HE 019 515.

AVAILABLE FROM- Publications Service, Institute of International Education, 809 United Nations Plaza, New York, NY 10017 $15.95).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Programs; Courses; Eligibility; *Foreign Countries; Geographic Regions; Housing; Institutes (Training Programs); Institutional Characteristics; International Educational Exchange; Minicourses; *Postsecondary Education; Program Costs; Program Descriptions; School Location; Specialization; Student Financial Aid; *Study Abroad; *Summer Programs; *Vacations; Workshops

A guide to more than 850 study-abroad programs is updated each year to give information about programs that take place during the period from late spring to early fall. About half of the programs, which range from 3 days to 3 months, are sponsored by U.S. colleges and universities, the rest by foreign institutions and private and governmental groups. A brief introductory section to help students plan vacation study abroad includes information on types of programs, finances, travel and living, language proficiency, the Third World, and disabled students. All programs are listed alphabetically by region, country, and city, and entries include the name and address of the sponsoring body and brief information on: dates, subjects, level, credit, eligibility, instruction, the year the program was established, program-related travel, costs, housing, application deadlines, and the primary contact for further information. Appendices include a list of consortia that sponsor programs, an annotated bibliography, and indexes of sponsoring institutions and fields of study. (SW)

ED 272 059 HE 019 481

Kaplowitz, Richard A.
The Impact of Sunshine/Open Meeting Laws on the Governing Boards of Public Colleges and Universities.
SPONS. AGENCY- Association of Governing Boards of Universities and Colleges, Washington, D.C.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Jul 78
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Board Administrator Relationship; Collective Bargaining; Compliance (Legal); Disclosure; *Employment Practices; *Governing Boards; Higher Education; Long Range Planning; Mass Media; *Meetings; Personnel Policy; Policy Formation; Public Colleges; *Public Policy; Real Estate; *State Colleges; *State Legislation
IDENTIFIERS- *Sunshine Laws

The provisions of "sunshine" or "open meeting" laws are discussed to assist governing boards and chief executive officers of public universities and colleges. These laws stipulate that the business of the public must be conducted in public. Topics include: the legal constitution of a meeting, personnel matters, collective bargaining, consultation with counsel, and the acquisition of property, interpersonal dynamics within the sunshine context, and perspectives of the press. Definitions are provided for: open meeting or sunshine laws, an executive session, sunset legislation, freedom of information laws, and right to privacy. Illustrations from different states are cited, and vignettes show issues that relate to long-range planning. The influence on these law on interaction between the governing board and the institution's chief executive officer is addressed, along with the ability of the board to function as a group. It is suggested that the local press plays a key role in the enforcement of provisions calling for open meetings of public bodies. Guidelines are offered for boards that seek to review and/or recommend changes in the sunshine laws in their respective states. A chart is appended that indicates for each state the key issues for which executive sessions may be called. (SW)

ED 272 073 HE 019 496

Chisholm, Mark
The Enrollment Analysis Matrix Concept.
National Center for Higher Education Management Systems, Boulder, Colo.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 81
NOTE- 97p.; Some tables contain small type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Administration; *College Planning; *College Students; Computer Software; Educational Demand; *Enrollment Influences; Enrollment Trends; *Evaluation Methods; *Higher Education; *Matrices; Policy Formation; Population Trends; Program Implementation; Research Methodology; Student Attrition; Student Costs; Student Financial Aid
IDENTIFIERS- Enrollment Analysis Matrix; National Center for Higher Educ Management Systems; *Strategic Planning

The underlying assumptions and the structure of the enrollment analysis matrix (EAM) concept are discussed. EAM is a component of the Strategic Planning Project of the National Center for Higher Education Management Systems. EAM relates changes in the population of potential students external to the institution to the impacts that might result internally within the institution. Responses to upcoming changes can be studied by using the EAM to understand the differential changes that can be expected due to changes in an institution's environment. Examples of potential applications of EAM in postsecondary education planning and management are included, along with implementation guidelines and information on methods. Alternative applications of EAMs include: differential impact of demographic changes, costing, student-flow analysis, analysis of equity concerns, retention/attrition studies, curricular analysis, market segmentation for recruitment strategies, and student aid analysis. Included is a review of the literature on demographic changes affecting the college student populations in the 1980s and 1990s. Historical background on the EAM concept is also included, and some data elements and categories that might be included in EAMs are presented. Limitations and applicability of the EAM are identified, and basic report formats and possible software tools are discussed. A 44-item bibliography is appended. (SW)

ED 272 113 HE 019 560

Lenning, Oscar T.; And Others

Postsecondary Education Outcome Measures and Procedures: A Sourcebook for Administrative Research.

National Center for Higher Education Management Systems, Boulder, Colo.

SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.

PUB DATE- 79

NOTE- 311p.; Revision and Expansion of a Field-Review Edition titled, "Outcome Measures and Procedures Manual." For related documents, see HE 019 556-557 and HE 019 561.

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Classification; *College Attendance; College Graduates; Cultural Enrichment; Data Analysis; *Data Collection; Data Processing; Definitions; Economic Factors; Educational Assessment; *Information Needs; Knowledge Level; *Outcomes of Education; **Postsecondary Education; School Community Relationship; Student* Evaluation; Technological Advancement

A guide to acquiring information needed about postsecondary education outcomes is presented for campus and state-level officials. Attention is directed to: over 200 outcome measures or indicators; standard definitions of each outcome measure; data sources and procedures to acquire data for each outcome measure; and suggestions concerning the potential user for each measure. An index is helpful in locating the measure and topics of interest. Included are guidelines for collecting, processing, analyzing, and using outcomes data and for coding, formating, keypunching/editing, and documenting/storing data. Categories for the outcome measures and procedures include: economics, provision of facility, event, or service; research and scholarship; art form and work; economic access and independence; economic resource, efficiency, and production; aspirations; competence and skill; morale and satisfaction; perceptual characteristics; personality and coping; physical and physiological characteristics; status, recognition, and certification; social activity and role; and student general and specialized knowledge and understanding. Appended are: the Outcomes Structure of the National Center for Higher Education Management Systems; lists of occupations and educational programs, and the Higher Education General Information Survey Taxonomy. (SW)

Viehland, Dennis W.

Institutional Research and Planning.

Association for the Study of Higher Education.

PUB DATE- Feb 86
NOTE- 16p.; Prepared as part of the ASHE-ERIC Clearinghouse for Course Syllabi in Higher Education Project. For related documents, see HE 019 576-593.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Planning; *Course Content; *Course Descriptions; Course Organization; Curriculum Development; Graduate Study; Higher Education; *Institutional Research; *Postsecondary Education as a Field of Study; Teaching Guides; Textbooks
IDENTIFIERS- *ASHE ERIC Higher Education Course Syllabi Project; Strategic Planning

Patterns that emerged from reviewing eight syllabi for core courses on institutional research and planning (IRP) in higher education are discussed, and a sample syllabus is presented. Course titles used in the IRP core graduate-level courses are identified, along with the course purpose and objectives, when specified. It is noted that most of the syllabi do not explicitly state the course purpose, and course objectives were listed in only three syllabi. No syllabus listed required prerequisites, but some recommended courses or subject areas. Most syllabi listed class participation and formal examinations as grade requirements for the course. Another requirement in almost all courses was a major project that composed 20% or more of the final grade. The major project is often a literature review, field project, institutional research report, planning proposal, or similar exercise. Ten required textbooks in IRP core courses are listed, along with references. Course topics are indicated for the courses with the following titles: institutional research and planning, institutional research, institutional research for strategic planning, planning in higher education, theory and practice of educational planning, and institutional assessment in higher education. A syllabus for an institutional research and planning seminar is included. A list of members of the course syllabi network is included. (SW)

ED 272 197 IR 051 571

Kesti, Juli, Comp.; Graham, Elaine, Comp.
Reference Materials and Services for a Small Hospital Library. 5th Revised Edition.
California Univ., Los Angeles. Biomedical Library.; Pacific Southwest Regional Medical Library Service, Los Angeles, CA.
SPONS. AGENCY- National Library of Medicine (DHHS/NIH), Bethesda, Md.
PUB DATE- 84
NOTE- 99p.; For related documents, see IR 051 568-570.
CONTRACT- N01-LM-2-3514
AVAILABLE FROM- Publications, PSRMLS/Biomedical Library, Center for the Health Sciences, University of California, Los Angeles, CA 90024 ($7.95).
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Guidelines; *Health Materials; Hospital Libraries; Information Retrieval; Information Sources; Library Collection Development; Library Collections; *Library Services; *Medical Libraries; *Reference Materials; *Reference Services; Regional Programs; *Resource Materials

This manual suggests and describes recommended reference services and sources for a small hospital library. Focusing on reference services, the first section includes information on ready-reference services; bibliographic search services, including taking and processing a request for a bibliography, National Library of Medicine literature searches, and other computerized search services; and current awareness services. The section on reference sources includes information on indexes in the areas of medicine and health-related fields, e.g., Medical Subject Headings, Index Medicus, International Nursing Index, Hospital Literature Index, Index to Dental Literature, and National Library of Medicine Current Catalog. The manual concludes with an annotated bibliography of the following types of reference sources: directories, drug handbooks, poisoning handbooks, other handbooks and textbooks, dictionaries, and audiovisual catalogs. Sample pages from indexes and reference sources are included throughout. Ordering information and approximate prices as of December 1983 are included for many publications mentioned in the text. (THC)

ED 272 269 PS 015 759

Goldberg, Sally
T.V. for Tots.
PUB DATE- 83
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Television; *Infants; Preschool Education; Program Descriptions; *Toddlers

This paper outlines a sample format for a fast-moving, enjoyable, half-hour television show designed to introduce infants to the academic areas of self-awareness, colors, letters, numbers, shapes, and reading. As envisioned, the program will also include music, information aiding parents in developing their infant's gross and fine motor abilities, advice on child development, and directions for making and ordering appropriate toys. An animated character, Mr. Computer, will be an integral part of the televised activities. Specified variable aspects of programing include gross motor exercises, toy-making activities, and the topic, objects, and color of the day. Participants, including the teacher, parents, and babies, will be dressed in the color of the day, and the color of most of the toys for the babies will be coordinated with that of actors' costumes. The general objective of the program is to provide a stimulating learning situation for babies while providing the parent with an opportunity to learn constructive activities to share with the child. Much of the information presented in the show is based on the book, "Teaching with Toys," by Sally Goldberg. (RH)

ED 272 300 PS 015 932

Child Abuse and Neglect Statistics: Annual Report--Fiscal Year 1985.
Illinois State Dept. of Children and Family Services, Springfield.
PUB DATE- Apr 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Child Abuse; *Child Neglect; Demography; Incidence; Investigations; *Sexual Abuse
IDENTIFIERS- Child Abuse Hotline; *Illinois; State Central Register

This statistical report aims to convey a clear picture of the scope, nature, and seriousness of the child abuse problem in Illinois for fiscal year 1985. Because special efforts were made in regard to child sexual abuse, this problem is treated as a separate category in the report. Discussed in six sections are data concerning (1) the nature of the child abuse problem; (2) the magnitude of the problem; (3) efforts to confront the problem, including the Child Abuse Hotline and the State Central Register, as well as investigations of reports of suspected child abuse and neglect; (4) results of investigations, particularly concerning the finding status of reports, fatalities, sexual abuse reports, and perpetrators; (5) accomplishments in fiscal year 1985; and goals for fiscal year 1986. The report includes 24 tables of data and a list, with addresses, of members of the Statewide Citizens' Committee on Child Abuse and Neglect. (RH)

ED 272 316 PS 015 966

Monaco, Nanci M.; Gaier, Eugene L.

Developmental Level and Children's Responses to the Explosion of the Space Shuttle Challenger.

PUB DATE- 86

NOTE- 26p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Development; Coping; *Developmental Stages; *Elementary School Students; Elementary Secondary Education; Grade 1; Grade 4; Grade 9; Grade 10; *High School Students; *Intervention; Kindergarten; *Piagetian Theory; Stress Variables

IDENTIFIERS- Space Shuttle Challenger; *Traumas

Groups of children at three different developmental levels were each given a brief presentation by their classroom teachers regarding the Space Shuttle Challenger disaster, one day after the shuttle exploded. The standardized presentation included information about where the shuttle was launched, the crew, the special significance of Mrs. McAuliffe's participation, and what was currently known about the explosion. After the presentation, 20 minutes were allotted for comments and questions from students. Students' conversations and comments were recorded and analyzed according to the cognitive developmental level of the learner. Participants included a kindergarten class, one first grade class, two fourth grade classes, one ninth grade class, and one tenth grade class. Classes ranged in size from 22 to 31 students. Findings revealed that children attempted to understand the shuttle disaster by employing logic or reasoning consistent with their stage of cognitive development. It is concluded that, since its ramifications differently, intervention aimed at reducing disaster-induced trauma in the future might best be structured to address the developmental level of the children involved. (Author/RH)

ED 271 961 FL 015 817

Genesee, Fred; And Others
An Evaluation of Partial French Immersion in the Cincinnati Public
  Schools: The Kindergarten Year.
PUB DATE- 86
NOTE- 32p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Educational Status Comparison;
  English; *French; *Immersion Programs; *Kindergarten Children;
  Language Proficiency; Lower Class Students; Middle Class Students;
  Primary Education; *Program Effectiveness; Program Evaluation;
  Second Language Programs; *Social Class; Time Factors (Learning)
IDENTIFIERS- Cincinnati Public Schools OH

A program of partial (half-day) French immersion in the Cincinnati Public Schools was evaluated in the kindergarten year. The English and French language development of participating native English-speaking children from both working class and middle class backgrounds was assessed. The results indicated that (1) the pupils who spent half of their academic time in a foreign language progressed just as well in English as carefully matched control pupils who followed a conventional all-English program, and (2) socioeconomically disadvantaged children, both black and white, benefited as much as pupils from middle class homes from an immersion-type introduction to a foreign language. The degree of progress made in French was not linked to the social class background of the pupils, even though this background factor clearly affected the students' performance on the English language tests. These results suggest that the immersion experience may help to diminish the effects of social class background. A 13-item reference list is included. Seven statistical tables are appended. (Author/MSE)

ED 272 032　　　　　　　　　　FL 015 894

English Teaching Profile: France.

British Council, London (England). English Language and Literature Div.

PUB DATE- Mar 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Creative Writing; Educational Administration; Elementary Secondary Education; *English (Second Language); Foreign Countries; Instructional Materials; International Cooperation; *Language Role; Postsecondary Education; Professional Associations; Research Projects; Teacher Characteristics; *Teacher Education; Technical Assistance
IDENTIFIERS- *France

This review of the status of English language instruction in France provides an overview of the role of English in the society in general and outlines the status of English in the educational system at the elementary, secondary, higher, and vocational levels. The following topics are covered: instruction in English for special purposes, the characteristics and training of English language instructors, professional associations for English teachers, the type and availability of instructional materials, educational administration and planning in relation to English teaching, English instruction outside the educational system, British, American, and other international support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. Although English has a privileged position among foreign languages in France and demand for instruction is great, the French language is vigorously defended and preserved. Some advances in attitudes toward alternative or new approaches to English instruction are found, especially some encouraging developments in adult education. (MSE)

ED 272 168 IR 012 227

Ramsberger, Peter F.; And Others
Development of Parallel Learning Strategies Curricula Using Videodisc and Standard Off-Line Formats. Final Report.
Human Resources Research Organization, Alexandria, Va.
SPONS. AGENCY- Advanced Research Projects Agency (DOD), Washington, D.C.
REPORT NO.- HumRRO-FR-PRD-85-16
PUB DATE- Dec 85
NOTE- 22p.
CONTRACT- MDA903-83-C-0453
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Simulation; *Courseware; *Instructional Development; Interactive Video; *Learning Strategies; Material Development; Military Personnel; Military Training; *Problem Solving; Study Skills; Training Methods; *Video Equipment; Videotape Recordings
IDENTIFIERS- Army

One of a series of developmental projects that have produced and evaluated applications of an advanced multimedia, computer-based technology for basic skills education for Army enlisted personnel, this project focused on the development of an integrated curriculum to teach learning strategies and problem-solving skills. The first task was to develop interactive videodisc instruction in problem solving and grouping as a learning strategy (i.e., classifying information into groups that emphasize similarities between items), and to produce a videodisc overview to integrate this instructional package with 12 previously produced videodiscs that teach a variety of additional study skills and learning strategies. The second task was to prepare printed, off-line materials to teach the skills presented in the entire videodisc curriculum for use both in future media comparison evaluations planned by the Army Research Institute (ARI), and in locations that do not have the hardware necessary to present videodisc instruction. The third task was to prepare two videotapes, one a short summary and the other a 20-minute presentation, of the videodisc work sponsored by ARI. All videodisc instruction was designed for use with Apple- and Cromemco-based Spatial Data Management Systems (SDMS). This report presents a discussion of the learning strategies curricula, including its purpose, the videodisc materials that were developed, design and development issues, and the development of off-line materials, and a description of the videotape presentations on ARI videodisc instructional projects. Four tables provide supporting information, and seven references are listed. (JB)

ED 272 212 IR 051 586

United States Newspaper Program. List of Intended Audience Terms for 655 Genre Field.

Wisconsin State Historical Society, Madison.

PUB DATE- Jun 86
NOTE- 14p.

AVAILABLE FROM- State Historical Society of Wisconsin, 816 State Street, Attn: Newspapers, Madison, WI 53706 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Cultural Background; *Ethnic Groups; Ethnic Origins; Library Cooperation; Local History; National Programs; *Newspapers; *Religion; *Religious Cultural Groups; *Subject Index Terms

The United States Newspaper Program (USNP) is a national, cooperative effort to locate, catalog, and preserve on microfilm newspapers published in the United States and its territories since the seventeenth century. This list of intended-audience terms was initially developed by the USNP staff at the State Historical Society of Wisconsin, but soon grew to include terms submitted by other national repository projects and later by state projects. The goal in producing the list was to create a thesaurus for the USNP that would allow users of the database to access specialty newspapers by their particular characteristic. The terms on the list were derived from a variety of sources familiar to staff at the State Historical Society of Wisconsin from their earlier bibliographic work. Terms are listed alphabetically under three major subject headings: (1) Ethnic Terms; (2) Religious Terms; and (3) Other Terms. (THC)

ED 272 226 JC 860 407

Minckley, Barbara B., Ed.; Funk, Sandra N., Ed.
Creating Research Environments in the 1980's. Midwest Nursing Research Conference (5th, Madison, Wisconsin, April 13-14, 1981).
Midwest Alliance in Nursing, Inc., Indianapolis, IN.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
REPORT NO.- ISBN-0-942146-01-8
PUB DATE- 81
NOTE- 58p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Nursing; *Nursing Education; Postsecondary Education; *Research and Development; Research Skills; Scholarship; Theory Practice Relationship

Prepared to stimulate and advance nursing research in postsecondary education, the papers included in these proceedings offer a variety of perspectives on the outlook for nursing research in the 1980s. The following papers are presented: (1) "Creating Research Environments for the 1980s," by Geraldene Felton; (2) "Creating an Environment for Successful Grant Applications," by Pauline Komnenich, which discusses resources within the National Institutes of Health; (3) "The Dean's Role in Creating a Research Environment," by Valencia N. Prock, which focuses on areas crucial to planning and implementing productive research at a school of nursing; (4) "Creating a Research Environment: A Faculty Member's Perspective," by Mara M. Baun, which details how a university school of nursing can involve its faculty in creative and scholarly activities; (5) "Establishing Clinical Research Programs in the 1980s," by Sydney D. Krampitz, which describes how to establish and nurture a research environment in a clinical setting; and (6) "Today's Nursing Research Issues, Problem Areas, and Experiences in a Clinical Environment," by Helen Jameson, which explains the need for special planning related to the development of clinical research. (RO)

Radcliffe, Susan; Novak, Virginia

Howard Community College 1986 Staff Services Evaluation: Internal Marketing Survey, Spring 1986. Research Report Number 45.

Howard Community Coll., Columbia, MD. Office on Institutional Research.

PUB DATE- Jun 86

NOTE- 43p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *Administrator Attitudes; College Faculty; Community Colleges; *Educational Quality; *Employee Attitudes; Questionnaires; *School Effectiveness; School Personnel; School Surveys; Self Evaluation (Groups); *Teacher Attitudes; Two Year Colleges

IDENTIFIERS- Howard Community College MD

As part of an internal marketing effort, a study was conducted at Howard Community College (HCC) to determine employees' evaluation of key educational services provided by the college. All full-time faculty, administrators, and support staff were asked to evaluate 13 areas of service on a scale of 1 (poor) to 5 (excellent) and to identify HCC's greatest strengths and weaknesses. Study findings, based on responses from 65% of the faculty members, 51% of the administrators, and 35% of the support staff, included the following: (1) the overall mean for all services surveyed was 3.82; (2) three areas had overall mean scores below 3.5: the registration process, academic advisory, and the admissions process; (3) all three groups of employees gave HCC's services ratings that were close to "good," with faculty showing the highest regard overall for the college's services; (4) no service was rated less than satisfactory by any group of employees, and several items were in the range between good and excellent; and (5) library services had the highest overall mean rating (i.e., 4.33), followed closely by the quality of full-time faculty (i.e., 4.31). The survey instrument and detailed responses are provided. A four-page bibliography concludes the document. (RO)

ED 272 255 JC 860 447

Articulation: Guidelines for Development of a High School to College Agreement.

Maricopa County Community Coll. District, Phoenix, Ariz.

PUB DATE- 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Articulation (Education); *College School Cooperation; *Community Colleges; Curriculum Development; Educational Planning; High Schools; *Transfer Programs; Two Year Colleges

Drawing from the experiences of seven Maricopa Community College District deans in Maricopa County, Arizona, this guide outlines steps in the development of an articulation agreement with nearby high schools. Chapter 1 provides an overview of articulation, including introductory comments defining articulation, describing its benefits, and discussing the actors in articulation plan development; it also contains an examination of the steps in the negotiation of an articulation agreement. Chapter 2 provides a fill-in-the-blanks form to help administrators and faculty focus on answers to questions that are important to the development of an articulation application. The form guides the practitioner through seven steps: (1) identification of the institutions and programs involved; (2) specification of the articulation processes to be used; (3) identification of the sending institution's contributions; (4) specification of the receiving institution's contributions; (5) creation of cooperative agreements; (6) specification of clarifying documentation; and (7) official signatures. Finally, Chapter 3 presents examples of the documents needed to finalize an articulation agreement, including an executive summary, articulation application, career program articulation form, and student information form. (LAL)

Diaz, Rafael M.; Lowe, Jean R.
The Private Speech of Young Children at Risk: A Test of Three Deficit Hypotheses.
SPONS. AGENCY- National Institutes of Health (DHEW), Bethesda, Md.; National Inst. of Mental Health (DHEW), Bethesda, Md.
PUB DATE- 86
NOTE- 42p.
GRANT- NIH-2-S06-RR-08139-10; NIMH-1-R03-MH-39396-01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Problems; *Birth Weight; Elementary Education; *Elementary School Students; High Risk Students; *Learning Problems; *Self Control
IDENTIFIERS- Internalization; *Private Speech

The present study examined the spontaneous private speech of 16 children of 5 to 7 years of age whose documented birth weight was below 1500 grams and who showed evidence, at the time of testing, of behavioral and learning difficulties. Children in the sample, though of normal intelligence, showed depressed early reading skills, difficulties in visual-motor integration and some evidence of attention-deficit symptomatology. Three hypotheses were tested regarding possible deficits in the production, quality and internalization of self-regulatory language in this high-risk sample. The findings suggest that although the overt self-regulatory private speech of high-risk children is apparently normal, their marked lack of whispering indicates difficulties in the subvocalization or internalization of such speech. A strong relation was found between lack of whispering and an index of reading disability, suggesting that the capacity to internalize speech might be a necessary precursor for the capacity to read. Thirty-eight references are included. Four statistical tables and four graphs are presented to support the study. (Author/RH)

ED 272 343 RC 015 856

Cox, J. Lamarr; Spivey, Rita
High School Dropout in Appalachia: Problems and Palliatives.
Research Triangle Inst., Research Triangle Park, N.C.
PUB DATE- Apr 86
NOTE- 22p.; For original study, see ED 264 992. Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Services; Dropout Characteristics; Dropout Prevention; *Dropout Programs; *Dropout Rate; *Dropouts; High Schools; *High School Students; Parent Participation; *Program Descriptions; Regional Programs; *Rural Areas; Rural Education; School Business Relationship; School Community Programs; Statistical Analysis; Technical Assistance
IDENTIFIERS- *Appalachia; Appalachian Regional Commission DC

This report describes methodology and results of a study to determine the nature and extent of the high school dropout problem in the Appalachian region and to explore characteristics of existing programs dealing with dropout problems in the region. Data aggregation complicated by lack of standardization in reporting numbers of dropouts and dropout rates prompted the alternate approach of computing a "leavers" rate--the difference between number of pupils enrolled at the beginning of grade 7 in 1977-78 and the numbers completing grade 12 in 1983-84. Dropout rates for 39% of Appalachian counties were found to be more than 1.5 times the national average. Low economic status was found for 60% of dropouts; poor academic achievement was the main reason for dropping out. No significant differences were found between rural and urban dropouts. Public school programs for dropout problems were found in 241 school districts and 11 Local Development Districts. Program descriptions identified seven types of remediation: counseling, alternative, attitudinal, work-related programs, tutorials, parental involvement, and attendance incentives. Detailed descriptions are provided of nine dropout prevention projects and five technical assistance programs funded by the Appalachian Regional Commission. A table compares dropout rates by state as computed by various methods. (LFL)

ED 271 976 FL 015 838

Edwards, J. David
State and Federal Initiative in Support of Foreign Languages and International Studies.
PUB DATE- 85
NOTE- 8p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Finance; *Federal Legislation; Federal Programs; Financial Support; Government Role; *International Studies; Policy Formation; *Public Policy; *Second Language Learning; *State Programs; Trend Analysis
IDENTIFIERS- *Congress 98th

Despite the persistent possibility that foreign languages and international studies may become lost in the current federal policy of fiscal restraint, the immediate public policy context for these areas is guardedly optimistic. Recent years have produced increased media attention, growing public support, and professional unity and organization. These factors have translated into improved and new policies, increased legislation, and major policy changes in the states. The 98th Congress has produced increased funding for Soviet and East European research and training, grants for library foreign language acquisitions, funds for international diplomacy and conflict resolution research, and teacher training support. While foreign languages are a stepchild in the legislation, previously they were simply absent. Several initiatives either were introduced too late or they languished in the legislature, but they will be reintroduced. In the most recent budget, although foreign languages were again zero-funded, support for strengthening their status exists. The challenge is for the profession to sustain its efforts to protect existing programs and funding and to keep the current favorable public attitude toward language study alive. (MSE)

ED 272 004 FL 015 866

Crochet, Monique Y.
French for Health and Social Professionals.
PUB DATE- May 85
NOTE- 10p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Allied Health Occupations Education; Class Activities; *Communicative Competence (Languages); *French; Health Services; Higher Education; *Languages for Special Purposes; Medical Vocabulary; Second Language Instruction; Social Services; *Textbook Content; *Vocabulary Development

In response to a need for a college textbook that would be appropriate for a course in French for health and social services professionals, an anthology was developed for second semester intermediate or third year students of French. The book and course are intended to meet the linguistic needs of current and future health care professionals and social workers. The anthology consists of a collection of authentic contemporary articles and excerpts from professional and literary texts dealing with health and social issues and raising philosophical, socioeconomic, and ethical questions. Each selection is accompanied by a list of topical vocabulary and exercises for promoting active use of French in class discussions, opinion exchanges, and role-playing. Thirty-three chapters are organized in the framework of four life stages: birth, childhood and adolescence, adulthood, and old age. This framework reflects the current developmental perspective in health studies. Articles within each stage are grouped by specific issues related to the life stage; each group can be studied as an independent unit, thus providing flexibility. Although publishers are reluctant to publish the text for an estimated small market, and although academic response has been mixed, enthusiastic interest has come from the health/social work profession itself, where the ability to communicate in clients' native languages is highly valued. (MSE)

ED 272 018 FL 015 880

Medina, Elizabeth R.
Spanish for Nurses: An Interdisciplinary Approach.
PUB DATE- May 85
NOTE- 9p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; *Curriculum Design; Higher Education; *Humanistic Education; Humanities Instruction; *Interdisciplinary Approach; Kinesthetic Perception; *Languages for Special Purposes; *Nurses; Nursing Education; Second Language Instruction; *Spanish; Values Education
IDENTIFIERS- Loretto Heights College CO; Values in Concert

Courses in Spanish for nurses at Loretto Heights College in Colorado combine language instruction, cross-cultural studies, instruction in medical problems particular to certain groups, medical systems and philosophy, and participation in a college-wide interdisciplinary program entitled "Values in Concert." In this program, sets of three courses are presented together, with three common meetings per semester to integrate the course content. The first two sets in which Spanish for nurses was a component were entitled "La Muerte: Art or Reality?" and "The Third Ear: The Dramatic and Intellectual Values of Sound." The third, which has been offered for two years, is "Man, Culture and Healing." Its development involved overcoming obstacles in curriculum content level, scheduling problems, and enrollment heavily weighted with nursing students. These problems required substantial cooperation and coordination among the faculty involved. The set combines a junior-level course in Spanish for nurses, a dance course in applied kinesiology, and a course in nursing concepts for practice. Its content includes session topics such as therapeutic touch, energy fields, color imagery, and Hispanic and North American values. The interdisciplinary approach and course structure allowing students and faculty to work together for understanding of the three participating disciplines provide a unique opportunity for learning and for closing the gap between liberal arts and professional education. (MSE)

ED 272 087 HE 019 528

McKeown, Mary

Tuition and Mandatory Charges at Maryland Public Institutions of Higher Education. Postsecondary Education Research Reports.

Maryland State Board for Higher Education, Annapolis.

PUB DATE- Jul 86

NOTE- 140p.

AVAILABLE FROM- Maryland State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Colleges; Comparative Analysis; Fees; Graduate Study; Higher Education; *In State Students; *Noninstructional Student Costs; *Out of State Students; Professional Education; *Public Colleges; State Colleges; State Universities; Trend Analysis; *Tuition; Undergraduate Study

IDENTIFIERS- *Maryland

Information on tuition and mandatory charges for full-time undergraduates at Maryland public four-year institutions since 1977 is presented, along with comparisons with mandatory charges for full-time undergraduates in contiguous states and states belonging to the Southern Regional Education Board (SREB). Tuition and mandatory charges for full-time, undergraduate residents of the state varied at the public four-year colleges and universities but were consistently greater than the national average and the average charges of SREB states. Charges for the University of Maryland system were equal to the national average, higher than the average charges in SREB states, and lower than the charges at the research universities in contiguous states. Average room and board charges at Maryland public institutions in fiscal year 1986 were higher than those in SREB and contiguous states. Information is also provided on tuition and charges for graduate study, professional schools, and community colleges. Progress toward tuition guideline goals that were established by the State Board for Higher Education in 1982 is also evaluated. For each college and category of student, data are presented on tuition charges, and fees for: student activity, athletics, health, student union operations, and other. Enrollment data for the past 10 years at two- and four-year state colleges are included. (SW)

ED 272 100 HE 019 547

Moore, Donald J.; And Others
Academia's Response to State Mental Health System Needs. A Survey of Graduate Mental Health Education Programs in the West.
Western Interstate Commission for Higher Education, Boulder, Colo.
SPONS. AGENCY- National Inst. of Mental Health (DHHS). Center for State Human Resource Development.
PUB DATE- Dec 85
NOTE- 180p.
GRANT- NIMH-T23-MH17551-01
AVAILABLE FROM- Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, CO 80302.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Programs; Education Work Relationship; Geographic Regions; Government School Relationship; Graduate Study; Higher Education; Labor Needs; *Mental Health Programs; Nurses; Nursing Education; Personnel Needs; *Professional Education; Psychiatric Services; *Psychiatrists; Psychological Services; *Psychologists; *Social Workers; *State Programs
IDENTIFIERS- Psychiatric Nursing; Psychiatric Social Workers; *United States (West)

Ninety-five graduate mental health education programs in 13 western states were surveyed to determine labor needs in the states and the extent of collaboration between schools and state mental health service agencies. The focus was on four disciplines: psychiatry, psychology, social work, and nursing. Attention was directed to the following concerns: collaboration between training programs and public sector service agencies; whether schools develop the knowledge and skills needed by professionals in public sector mental health jobs; the role of university mental health education programs in preparing their graduates to serve state priority client groups, such as the chronically mentally ill, mentally ill offenders, and severely disturbed children and youth; whether training programs are able and willing to adapt preservice program curricula and field experiences to more effectively meet state mental health system needs; barriers or problems that prevent higher education from attending adequately to these client groups; the extent to which university research focuses on issues of concern to state managers and policy-makers; and suggestions from educators on improving collaboration with the state. A list of education programs surveyed and the questionnaire are appended, along with statistical findings and a list of student and faculty research topics. (SW)

A Network for Teacher Support. Report of the Commissioner's Task Force on Instructional Computing.

Florida State Dept. of Education, Tallahassee. Commissioner's Task Force on Instructional Computing.

PUB DATE- 10 Feb 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Budgets; *Computer Assisted Instruction; Computer Literacy; *Computer Managed Instruction; Demonstration Programs; Elementary Secondary Education; Higher Education; *Information Networks; Inservice Teacher Education; Instructional Innovation; *Microcomputers; State Departments of Education; State Standards; *Statewide Planning
IDENTIFIERS- Florida

This report addresses three uses for computers in instruction: (1) as tutor; (2) as learning tool; and (3) as educational management tool. Policies, standards, and guidelines which are fundamental to an environment where computers support instruction are presented. A "people" network is proposed to provide an infrastructure for instructional computing support; people in this network will represent resource centers, teacher education institutions, the Department of Education, district offices, and school sites. This network will be supported by an electronic link with at least one receiving station at each school site, which will provide access to central resources, as well as provisions for communication among network members. Plans for developing this network are proposed and suggestions are provided for the involvement of school districts, community colleges, and state university colleges of education. Technology demonstration projects are also proposed as a means of stimulating creativity and innovation at the local level. Appropriations of $14.4 million, $20.2 million, and $10.7 million are recommended for 1986-87, 1987-88, and 1988-89; over 95% of these funds will go to school districts, community colleges, and state universities to help implement their instructional computing support plans. A list of task force members and a three-year budget for implementing the network are appended. (Author/JB)

ED 272 154 IR 012 207

Future School Market for Instructional Programming and Services through 1990. Executive Summary.

Corporation for Public Broadcasting, Washington, D.C.

PUB DATE- Mar 86
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum; *Educational Media; *Educational Trends; Elementary Secondary Education; *Enrollment Trends; Microcomputers; *Prediction; Publishing Industry; School Statistics; Tables (Data); Technological Advancement
IDENTIFIERS- *Market Forecasts

This study of the market for media-based educational materials for preschool to high school through 1990 was commissioned to inform learning technologies professionals about the markets that show the greatest potential for their products in schools. Organized into five major sections, the executive summary discusses: (1) the current education market, i.e., curriculum content decision making and the market for educational materials; (2) demographic, social and political, economic, and technological trends that will affect the market for educational materials over the next 5 to 10 years; (3) an overview of projected effects of these trends; (4) a detailed analysis of the projected effects of trends; and (5) the most promising subjects for new productions. Nine subject areas are identified as potential markets for the future: bilingual education, basic skills and application, science education, social studies education, vocational and career education, preschool education, health and social issues education, fine arts education, and foreign language education. Five charts summarize market opportunities for public broadcasters by curricular area and target grade level for bilingual, science, social studies, vocational and career, and basic skills education. (JB)

Klier, Betje, Ed.; And Others
Technology and the Longer View. Proceedings of the Annual National Conference on Technology and Education (1st, Ft. Worth, Texas, April 19-20, 1984).
Tandy Corp., Ft. Worth, TX. Radio Shack Education Div.; Texas Univ., Austin. Coll. of Education.
PUB DATE- Apr 84
NOTE- 255p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; Curriculum Development; *Educational Trends; Elementary Secondary Education; *Information Systems; *Information Technology; Media Research; *Technological Advancement

To address the challenges to education posed by the new information technologies, participants from 41 states--publishers, administrators, teachers, subject specialists, and leaders from the field of educational computing--gathered to share ideas and visions. This report of the conference proceedings includes introductory comments by John Roach of Radio Shack and Lorrin Kennamer and Nolan Estes of the University of Texas at Austin, and four keynote speeches: "Technology: Developing Our Newest and Greatest Resource" (Donald J. Senese); "Excellence and Equity: Toward the 21st Century" (Ruth Love); remarks by Pierre Duguet; and "From Slates to Silicon" (Patricia Albjerg Graham). The texts of 10 papers presented in "breakout sessions" are also included: (1) "Computer Literacy at the Secondary Level" (Arthur Luehrmann); (2) "Computer Competencies for School Administrators" (Jim Poirot and Ted Mims); (3) "Before You Use It, You Have To Choose It: Purchasing Considerations" (Don Roberson); (4) "Planning for a Computer Curriculum" (Ruth E. Randall); (5) "Communications and the Computer: An Application Study" (Thomas E. McCann); (6) "Foreign Language: Does Your Computer Speak French?" (Betje Klier); (7) "Teaching the Talented and Gifted" (Marianne Marrapodi); (8) "Special Education Software" (Victor Fuchs); (9) "Copyright Issues for Electronic Publishing" (Carol Risher); and (10) "Beyond Instructional Computing: Preparing Students for The Electronic Age" (Michael N. Milone, Jr.). (THC)

ED 272 270 PS 015 839

Walters, Karen
Latchkey Children and Programs.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *After School Programs; *Ancillary School Services; *Childhood Needs; Elementary Education; Elementary School Students; Family Life; Family Programs; Family School Relationship; *Latchkey Children; *Program Development; Public Policy; *School Community Relationship

Various agencies are attempting to meet the needs of latchkey children through programs run by parent alliances, community organizations, social service agencies, youth groups, schools, businesses, churches, and private day care centers. Studies of latchkey children during the past 15 years have concentrated on measuring the effects of self-care on children's academic and social activities, on their fears, and on rates of accidents and child abuse. Perhaps the biggest obstacle to programs for these children is the lack of policies concerning child care for school-aged children at the federal and state levels, a void that leaves local schools uncertain about their potential role. Yet schools should have an important voice in the development of programs to respond to the problem of latchkey children. Appropriate staff selection is an important factor in the success of such programs. If after-school programs are geared toward academic achievement, staff selection would probably be based on educational achievement and proper credentials. If, on the other hand, developmental goals focus on an enrichment curriculum, experience and attitude might be a more meaningful standard for staff selection. After deciding what type of program is needed, the school and community should work together to develop a program tailored to local needs. (A sample of one school's after-school study program's grant application is included.) (HOD)

ED 272 301 PS 015 937

Carini, Patricia F.
The School Lives of Seven Children: A Five Year Study.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
SPONS. AGENCY- Rockefeller Bros. Fund, New York, N.Y.
PUB DATE- Aug 82
NOTE- 134p.
AVAILABLE FROM- North Dakota Study Group, Box 8158, University of North Dakota, Grand Forks, ND 58202 ($5.00, plus $0.70 handling; check payable to the North Dakota Study Group must accompany the order).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Cognitive Style; *Conceptual Tempo; Developmental Continuity; Field Dependence Independence; *Individual Differences; *Learning Processes; Longitudinal Studies; *Personality; *Preschool Children; Preschool Education
IDENTIFIERS- New York

Described in this documentary report are the school lives of seven children and their approaches to learning over a period of 5 years. Chapter 1 presents short introductory vignettes. Each child illustrates a distinctive mode or approach to learning: formalist/traditionalist, reasoner/problem-solver, patterner/adapter, mapper/explorer, facilitator, speaker/dialogist, and teacher/artist. These brief introductions are followed by a description of the kinds of materials that were gathered and the way in which data were organized to depict each child as a learner. Full portrayals of each child appear in Chapter 2. Chapter 3 summarizes the portrayals in terms of the commonalities and contrasts in perspective among the children in order to create a basis for drawing educational implications for each one and for the curriculum and teaching practices that would comfortably encompass all of the children's perspectives. Chapter 4 discusses the children's shared needs for context, wholeness, and continuity, and their shared strengths of memory and observation. Chapter 5 offers concluding thoughts and recommendations focused on prevalent school practices that disrupt, interrupt, isolate and/or compartmentalize the learning experience. (RH)

ED 272 330 RC 015 787

Young, Eileen, Ed.
Chapter One in Ohio: Education Consolidation and Improvement Act. 20th Annual Evaluation Report, Fiscal 1985.
Ohio State Dept. of Education, Columbus.
PUB DATE- 21 May 86
NOTE- 33p.; For the previous report, see ED 254 833. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Compensatory Education; Educationally Disadvantaged; Elementary Secondary Education; *Federal Programs; Inservice Teacher Education; Mathematics Instruction; *Migrant Education; Migrant Programs; Parent Participation; Personnel; Program Administration; *Program Content; Program Costs; *Program Effectiveness; Reading Programs; Special Education; Special Programs; State Programs; Trend Analysis
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Ohio; Parent Advisory Councils

The 20th annual report describes federally-funded compensatory programs for educationally disadvantaged children (migrants, handicapped, neglected, and delinquent) provided in Ohio through Chapter I of the Education Consolidation and Improvement Act and presents statistics for fiscal 1985, participation trends, instructional impact, expenditure and staffing patterns, parent involvement, and 5-year trends. The report indicates that during the 1985 fiscal year 139,571 children in regular term activities were served at an average cost of $765 each ($4.25/day) by 3,569 teachers who were assisted by 830 aides. Salaries accounted for 95% of all expenditures. During the past 5 years, average gains for all grade levels have been above 7 normal curve equivalent units in reading and even higher in mathematics. A total of $322,251 provided inservice education for 3,766 staff members. Over 88,000 parents were involved in individual conferences, classroom visits, group meetings, home visits, and planning sessions. Parent advisory council membership declined on the district level, but 2,119 school level advisory council meetings were held in 1985. Migrant programs emphasized development of English language skills. Instructional services for the handicapped included language development, prevocational training, infant stimulation, and speech/hearing therapy. Chapter I provided funds for 1,054 delinquent youngsters in 7 schools. (NEC)

ED 271 962 FL 015 818

Marshall, Margaret J.
Writing without Tears: Advanced Writing for Academic Success.

PUB DATE- 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; *English for Academic Purposes; *Feedback; Higher Education; Interviews; *Revision (Written Composition); Second Language Instruction; Student Writing Models; *Teacher Role; *Writing Instruction

One teacher's conference method of teaching a freshman English-as-a-second-language (ESL) composition course uses a system of periodic fifteen-minute student-teacher conferences instead of written comments on compositions. The conferences are followed by student revision and resubmission of the composition as many times as necessary. During the conference, the teacher and student decide together what improvements should be made in the essay, based on the teacher's notes about the draft. Meaning in the composition is addressed first, and form second. Each essay accompanies or follows an in-class lesson on concepts used in writing. The contents of the lessons are determined by the needs of the class. The method has been found to be more efficient for the teacher and more effective for students, who get better feedback through conferences, learn more from participating in decisions about the composition, and become more comfortable with the writing and revision processes. An appendix provides examples of students' compositions at different times in the academic year, and the teacher's notes on the progress evident in some of the essays, which is attributed to conferencing. (MSE)

ED 271 990 FL 015 852

Cere, Ronald
Program Development for Special Purpose Foreign Language Culture Courses.
PUB DATE- 85
NOTE- 35p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; Course Evaluation; *Course Organization; *Cross Cultural Training; *Cultural Education; *Curriculum Development; Educational Needs; Higher Education; *Languages for Special Purposes; *Professional Training; Second Language Instruction; Student Evaluation

This paper proposes and describes a method of developing a special-purpose foreign language culture course providing cross-cultural training for professionals working in bilingual and bicultural settings. The following points are discussed: (1) ways of ascertaining the need for and the most appropriate type of cross-cultural training; (2) objectives and general content areas; (3) an outline of a model syllabus; (4) the types of educational strategies and instructional techniques most suitable for cross-cultural training; and (5) course evaluation methods. Emphasis is placed on defining teacher and student roles and on program design. Appended materials include a sample questionnaire for determining Spanish language students' intercultural education needs; a sample syllabus and course outline; a course description; a list of requirements; and details of student evaluation criteria for a Spanish intercultural course. (MSE)

ED 272 047 HE 019 428

Regional Education Profile: Asia. China, Hong Kong, Macau, Thailand, Indonesia, Malaysia, Brunei.

Institute of International Education, New York, N.Y.

PUB DATE- Mar 86

NOTE- 68p.; Essays presented at the Biennial International Education Seminars (4th, conducted in Arkansas, Illinois, Georgia, Utah, October 1985; and New York, Washington, and California, March 1986).

AVAILABLE FROM- Publications Service, Institute of International Education, 809 United Nations Plaza, New York, NY 10017.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; *Educational Change; *Foreign Countries; Geographic Regions; Government School Relationship; *Institutional Characteristics; International Education; *International Educational Exchange; *Postsecondary Education; *Public Policy; Study Abroad; Trend Analysis

IDENTIFIERS- *Asia; Brunei; Hong Kong; Indonesia; Macau; Malaysia; Thailand

Developments in international education in Asia during 1985 are considered in three essays presented in the Biennial International Education Seminars conducted by the Institute of International Education. Countries covered by the essays and the authors are: China, Hong Kong, and Thailand (Jay Henderson); Macau (Josef Silny and Jay Henderson); and Indonesia, Malaysia, and Brunei (Norman G. Goodman). For China, topics include: opportunities and obstacles to China's international education options, development projects in China that depend on American resources and on overseas Chinese philanthropists, and recent education reforms. Topics on Hong Kong include: language policy; access to higher education; primary, secondary, and postsecondary education; and characteristics of seven postsecondary institutions. Recent education policy decisions in Thailand are described, and institutional profiles for 14 postsecondary institutions are provided. Public and private education in Macau, a small colony, are covered, along with the Junior College and the University of East Asia, which has a university college and graduate college. In addition to providing facts and figures on Indonesia, Malaysia, and Brunei, government actions affecting education, study abroad opportunities, and local universities are addressed. Profiles of students by field of study at all levels in U.S. colleges and universities are provided for China, Hong Kong, and Thailand. (SW)

ED 272 060 HE 019 482

Corporate Support of Education, 1984.
Council for Financial Aid to Education, New York, N.Y.
PUB DATE- Dec 85
NOTE- 35p.; For the 1983 report, see ED 260 611.
AVAILABLE FROM- Council for Financial Aid to Education, Inc., 680 Fifth Avenue, New York, NY 10019 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Cycles; *Corporate Support; *Donors; Economic Factors; *Higher Education; Income; *Industry; National Surveys; *Philanthropic Foundations; *Private Financial Support; *School Business Relationship

Results of the Council for Financial Aid to Education's 1984 survey of 422 companies providing financial support to higher education are summarized. Attention is directed to: national trends in corporate pretax net income and contributions; inflation; corporate support in relation to total voluntary support and institutional expenditures; the distribution and types of corporate contributions; foundation cash flow by industry; changes in market value of corporate foundation assets by industry; total support of education in relation to worldwide pretax net income and assets; support of education by major marketing areas; comparative rankings of educational support by industry; support of education by purpose; and contributions by manufacturing companies. National estimates include: corporate support of education in 1984 rose 16.4% to an estimated $1.6 billion; education claimed the largest share of total corporate contributions at 42.1%; total corporate contributions rose 15.2% to an estimated $3.8 billion. Survey results from the 422 companies indicate that more than three-fifths of product gifts went to education, and gifts of company products and other property to all causes more than doubled in 1984 to comprise 21.2% of reported contributions. Problems of measuring total corporate contributions are discussed in an appendix. (SW)

ED 272 074 HE 019 500

Ellis, Susanne D.
Enrollments and Degrees. AIP Report.
American Inst. of Physics, New York, N.Y. Manpower Statistics Div.
REPORT NO.- AIP-R-151-23
PUB DATE- Jun 86
NOTE- 10p.; For 1985 report, see ED 264 746.
AVAILABLE FROM- American Institute of Physics, 335 East 45 Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Astronomy; Bachelors Degrees; *Degrees (Academic); Doctoral Degrees; *Enrollment Trends; Foreign Students; Geographic Regions; Graduate Study; Higher Education; Introductory Courses; Masters Degrees; National Surveys; *Physics; Student Characteristics; Undergraduate Study

Trends in enrollments and degrees for physics and astronomy students are examined, based on the American Institute of Physics' annual Survey of Enrollments and Degrees. A total of 787 physics and/or astronomy degree-granting departments were contacted. Information is included on: physics enrollments and degrees awarded by academic year, 1974-1986; undergraduate and graduate enrollments and degrees by physics degree-granting schools by degree type, 1974-1986; introductory physics enrollments in physics degree-granting institutions by geographic region, 1975-1986; undergraduate physics majors by geographic region and level of institution, 1985-1986; trends in entering U.S. and foreign graduate physics students, 1976-1986; foreign graduate physics students and number of teaching assistantships by region and type of institution, 1985-1986; full- and part-time graduate physics enrollment by type of institution, 1976-1986; actual and projected number of physics doctorates granted, 1975-1990; number of physics degrees granted by sex and minority group status, 1984-1985; trends in astronomy enrollments and degrees, 1976-1986; and astronomy enrollments (1985-1986) and degrees (1984-1985) by type of institution. (SW)

ED 272 127 HE 019 588

Olivas, Michael A.
Legal Issues.
Association for the Study of Higher Education.
PUB DATE- 86
NOTE- 11p.; Prepared as part of the ASHE-ERIC Clearinghouse for Course Syllabi in Higher Education Project. For related documents, see HE 019 576-593.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Contracts; Course Content; Course Descriptions; Course Organization; Curriculum Development; *Educational Legislation; Federal Regulation; *Government School Relationship; Graduate Study; Higher Education; *Postsecondary Education as a Field of Study; *School Law; State Standards; *Student Rights; *Teacher Rights; Teaching Guides
IDENTIFIERS- *ASHE ERIC Higher Education Course Syllabi Project

Syllabi and texts used in courses on higher education law are reviewed. These courses are offered as part of graduate level studies in the field of higher education administration. A major gap appears to be the need for a current and frequently revised casebook. Four major topics that higher education law courses emphasize are as follows: the legal underpinnings of colleges, faculty legal issues, students and the law, and regulation of higher education. Of concern were: the relationship of private institutions to the states and the status of public institutions with varying amounts of autonomy; issues concerning academic freedom, collective bargaining, affirmative action, and tenure; matters of research and the legal implications for faculty; the demise of in loco parentis and the rise of a contractual relationship between students and colleges; the increasing role of the federal government in financing and regulating colleges and universities; and the increasing role of states and other external bodies, such as accrediting agencies. A reference list includes texts employed by faculty teaching this course. A list of members of the course syllabi network is included. (SW)

ED 272 198 IR 051 572

Bailey, Herbert S., Jr.; And Others
Book Longevity. Reports of the Committee on Production Guidelines for Book Longevity.
Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 82
NOTE- 21p.; Made up of two articles which appeared in Publishers' Weekly (May 29, 1981 and July 2, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Books; Guidelines; *Paper (Material); *Preservation; *Production Techniques; Publishing Industry

IDENTIFIERS- Acid Free Paper; Book Binding; *Book Longevity; Bookmaking

In 1979, a Committee on Production Guidelines for Book Longevity was formed to study some aspects of the book preservation problem. Composed of representatives from libraries, publishing, and the paper industry, the committee set two primary objectives: to increase knowledge about the durability of books and other materials, and to encourage improvements in their physical properties. A survey of more than 430 publishing companies sought information on the use of acid-free paper, awareness of the need for permanent papers, and willingness to cooperate by identifying acid-free publications. The reports in this document and the survey were planned to serve a dual purpose--to gather information about the use of acid-free paper and durable bindings, and also to alert publishers, librarians, and others to the need for more careful consideration of production decisions. The "Report on Book Paper" discusses who has responsibility for preservation, what is currently being done, what should be done, availability of materials, recommendations, durability of books, the production situation, and paper mills. An appendix provides guidelines and a table of manufacturers producing acid-free grades of paper. "On Longevity in Book Bindings" includes information on pages, folded and gathered sheets, book covers, and recommendations. The members of the committee are listed. (THC)

ED 272 213 IR 051 587

Andrews, Janet A. C.
A User Manual for FUND-RAISER: A Microcomputer Application Program Developed by the Winter Park Library Association, Inc.
PUB DATE- 3 Mar 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Oriented Programs; *Computer Software; *Fund Raising; Library Associations; Library Automation; *Microcomputers; Program Descriptions; Public Libraries; *Technical Writing

This document describes the processes involved in writing an effective user manual intended to give the reader a working knowledge of a computer program named FUND-RAISER. Written in UCSD PASCAL, FUND-RAISER was developed by the Winter Park Library Association to ease the record keeping and letter writing tasks involved in the association's annual fund raising campaign for the Winter Park Public Library. FUND-RAISER is a database application program that stores all patron records with their matching histories and produces a variety of customized reports on demand. This descriptive document includes the following: (1) introduction to the fund-raising activities of the Winter Park Library Association; (2) definitions of relevant terms; (3) the background and significance of appropriate documentation; (4) the procedures used in writing the manual; (5) a list of attributes of an "effective" user manual as determined by a literature review; and (6) discussion and implications of the documentation writing effort. A 10-item bibliography is included. (THC)

ED 272 227 JC 860 408

Minckley, Barbara B., Ed.; Funk, Sandra N., Ed.
Political Action for Patient Advocacy. Proceedings of the Fall Conference of the Midwest Alliance in Nursing (Chicago, Illinois, September 12, 1981).
Midwest Alliance in Nursing, Inc., Indianapolis, IN.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
REPORT NO.- ISBN-0-942146-02-6
PUB DATE- 82
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)

DESCRIPTORS- Health Needs; Medical Services; Nurses; *Nursing; *Nursing Education; Policy Formation; *Political Influences; *Political Issues; *Public Health Legislation; *Public Policy; Two Year Colleges

To increase political awareness and competence in the nursing profession, the papers in these proceedings identify political concerns affecting nursing and nursing education and explain how individuals and groups can become effectively involved in the political process. The proceedings contain: (1) "Update on National Nursing and Health Policy Issues," by Jo Eleanor Elliott, which provides a brief retrospective look at some pervasive and persistent issues in nursing; gives an account of the national efforts to address these issues; presents a report of current provisions for nursing activities; and previews prospective divisional activities; (2) "Legislators' Opinions about Nursing: Interviews with Wisconsin Members of the Senate Human Services and Assembly Health and Social Services Committee," by Rebecca S. Lake, which identifies the methods legislators use to obtain nurses' viewpoints on proposed health legislation; (3) "Overview of Methods for Achieving Successful Political Outcomes, with Examples of Strategies for Nurses," by Kathleen A. Michels, which outlines ways in which nurses may influence political decision making; (4) summaries of caucus sessions on issues related to nursing practice, education, community health, and licensure; and (5) "A Guide to Legislative Information." (RO)

ED 272 241 JC 860 433

Testing Student Knowledge.

Center for the Study of Community Colleges, Los Angeles, Calif.

PUB DATE- 86
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; Cohort Analysis; Community Colleges; General Education; *Knowledge Level; Language Usage; *Liberal Arts; *Student Characteristics; *Student Evaluation; Two Year Colleges; *Two Year College Students; Urban Schools
IDENTIFIERS- *General Academic Assessment

A study was conducted by the Center for the Study of Community Colleges to assess student knowledge in the liberal arts in four large urban community college districts (i.e., Chicago, Los Angeles, Miami-Dade, and St. Louis). The study used both a student characteristics survey and the General Academic Assessment (GAA), a content test designed to measure the knowledge of student cohorts, rather than individual students, with respect to humanities, sciences, social sciences, mathematics, and English usage. Study findings, based on GAA forms completed by 8,026 students in the 23 participating colleges, included the following: (1) student knowledge was related to both age and to the number of courses completed in particular areas; (2) the age relationships showed up in English usage, social sciences, and humanities (the older the student the higher the score on those scales), but not in mathematics or science; (3) the highest scores were achieved by students who were attending college for their personal interest, with those preparing for transfer making the second highest scores; (4) scores tended to increase for each of the subject areas to the extent that students took courses in those areas; and (5) students' own assessments of their skills showed high correlations with their GAA scores. (RO)

ED 272 317 PS 015 967

Davidson, Philip M.

Development of Morphisms: An Initial Investigation and Its Link with Piaget's New Theory of Concrete Operations.

PUB DATE- May 86
NOTE- 34p.; Paper presented at the Annual Symposium of the Jean Piaget Society (16th, Philadelphia, PA, May 29-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Cognitive Development; *Cognitive Structures; *Developmental Stages; *Piagetian Theory; Problem Solving; *Young Children
IDENTIFIERS- *Category Theory; Concrete Operations; Correspondence Theory; Equilibrium (Piaget); Morphism

This paper examines the category-theoretic formulation of cognitive development introduced by Piaget in the late 1960's and elaborated during the 1970's. The new theory is interpreted as the focal point of Piaget's investigations into topics such as function, correspondences, and commutability. Hypotheses arising from Piaget's new model were investigated in a developmental study of the morphism concept, which is central to the category-theoretic formulation. Subjects, 36 boys and 36 girls ranging in age from 5 to 7 years, were tested individually on three morphism problems. Each problem consisted of a game board divided into colored sections, a number of colored wooden tiles to be mapped to these sections, and a picture representing an operation or relation to be preserved while conducting the mapping. Results, as hypothesized, indicated that cognition of morphisms accompanies or precedes operational reasoning. Discussion focuses on several implications of further developing Piaget's category-theoretic model. Directions such development might take are pointed out. It is concluded that the new formalism offers the potential for an integrated model of cognitive process and cognitive structure, and is therefore a significant advance in constructivist theory. (Author/RH)

ED 272 033 FL 015 895

English Teaching Profile: Brazil.

British Council, London (England). English Language and Literature Div.

PUB DATE- Jun 86

NOTE- 32p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Creative Writing; Economic Development; Educational Administration; Elementary Secondary Education; *English (Second Language); Foreign Countries; Instructional Materials; International Cooperation; *Language Role; Postsecondary Education; Research Projects; *Teacher Education; Technical Assistance

IDENTIFIERS- *Brazil

This review of the status of English language instruction in Brazil provides an overview of the Brazilian geographic, historical, and political context and the role of English in the society in general and in the educational system. The following topics are covered: an outline of the status of English use and instruction in the educational system at all levels (elementary, secondary, higher, vocational, and adult); the characteristics and training of English language instructors; the type and availability of instructional materials; educational administration and planning in relation to English teaching; English instruction outside the educational system; British, American, and other international support; commercial opportunities related to English instruction; language research; and other sources of information. The demand for English is likely to increase with increased economic development. Areas ready for further development of English instruction include comparative literature, translation and interpreting, English for international communication, and government incentives to improve school instruction. Areas of strength include the private commercial institutes, the "Culturas Inglesas" and binational centers, expansion within the educational system, support of English for special purposes, and study abroad as a source of English training. (MSE)

ED 272 114 HE 019 561

Lenning, Oscar T.
Expanding Knowledge and Clarifying Understanding about the Outcomes Structure and Its Application: A Compilation of Papers.
National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 78
NOTE- 211p.; Portions contain small print. For related documents, see HE 019 556-557 and HE 019 560.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classification; College Administration; *College Attendance; College Planning; Decision Making; *Educational Needs; Educational Objectives; Educational Research; *Needs Assessment; *Outcomes of Education; *Postsecondary Education; Program Evaluation; Student Evaluation; Student Personnel Services
IDENTIFIERS- *National Center for Higher Educ Management Systems

A conceptual framework for educational outcomes (the Outcomes Structure) developed at the National Center for Higher Education Management Systems (NCHEMS) is addressed in seven papers. The first five papers consider the Outcomes Structure and its general application; the remaining two papers concern the applications of the Outcomes Structure in student affairs administration. Paper titles and authors are as follows: "A Conceptual Framework for Educational Outcomes" (Oscar T. Lenning, Sidney S. Micek, Allan L. Service); "A Conceptual Framework for Identifying and Assessing Needs in Postsecondary Education (O. Lenning); "Using the Outcomes Structure to Test the Adequacy of Outcomes Lists: Tryout at a State University (Jean J. Endo, O. Lenning); "Preliminary Tryout of the NCHEMS Outcomes Structure at Two Sets of Four Colleges" (O. Lenning, Edward G. Lundin); "Assessing Student Educational Progress" (O. Lenning); "Needs Assessment in Student Affairs" (O. Lenning, Andrea C. McAleenan); and "Assessment and Evaluation Related to Student Services" (O. Lenning). (SW)

ED 272 155 IR 012 208

Instructional Support Software System. Final Report.
McDonnell Douglas Astronautics Co. - East, St. Louis, Mo.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.
REPORT NO.- AFHRL-TR-85-53
PUB DATE- Mar 86
NOTE- 26p.; For a report on the Advanced Instructional System, see ED 186 025.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Authoring Aids (Programing); *Computer Assisted Instruction; *Computer Managed Instruction; Computer Simulation; *Computer Software; *Military Training; Programing Languages; Training Methods

This report describes the development of the Instructional Support System (ISS), a large-scale, computer-based training system that supports both computer-assisted instruction and computer-managed instruction. Written in the Ada programming language, the ISS software package is designed to be machine independent. It is also grouped into functional modules so that each module can be executed individually or combined as needed to support operational requirements. The ISS is not designed for any particular machine or operation system, and it can run on computer systems ranging from small microcomputers to mini- and mainframe computers. This report provides a description of the project and discusses: (1) the project's major accomplishments; (2) the application support environment; (3) software portability; (4) system requirements, including the Ada programming language, host operating system, hardware, process/peripheral, and display station; and (5) ISS potential for training purposes. Guidelines are also presented for implementing the ISS software on a microcomputer. Conclusions and recommendations are provided. (JB)

ED 272 169 IR 012 228

Hartley, J. Roger

Developments in Computer Based Learning: A View from the UK.

PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Curriculum Development; Foreign Countries; Information Dissemination; Instructional Design; *Microcomputers; *National Programs; Program Implementation; *Research and Development; Technological Advancement
IDENTIFIERS- *United Kingdom

This overview of the current status of computer-based learning in the United Kingdom (U.K.) begins with a discussion of the Microelectronics Education Program (MEP), which was implemented in 1981 to: (1) provide inservice teacher training in the educational aspects of microelectronics; (2) stimulate and service curriculum development efforts using computer technology; and (3) disseminate programmed materials and information. (The replace of MEP in March 1986 with a small Microelectronics Support Unit, which will focus primarily on curriculum developments, is noted.) The MEP experience is described, and reasons for the success or failure of various aspects of computer-based learning during its tenure are discussed. Research and development activities that are beginning to emerge are then reviewed, and a project at the University of Leeds for designing and building a knowledge-based advisor to encourage problem-solving skills is described. It is concluded that much greater collaboration, interchange of experience, and dissemination of software and associated curriculum materials between institutions are needed, as well as complementary research programs that look to the methodologies of cognitive science/artificial intelligence in order to prepare for the future. Eight references are provided. (JB)

ED 272 256 JC 860 448

Higginbottom, George H.

Civic Education in the Community College. Working Paper Series No. 1-86.

Broome Community Coll., Binghamton, NY. Inst. for Community Coll. Research.
PUB DATE- 26 Feb 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - Serials (022)
DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; *Civics; College Role; *Community Colleges; *General Education; *Political Socialization; Public Affairs Education; Required Courses; School Community Relationship; Two Year Colleges

A program in civic education is or should be at the heart of general education in community colleges. Citizenship education is congruent with the mission of the community college in that it is a practical enterprise leading to self-governance; it is integrative, using a variety of cognitive skills, attitudes and knowledge; it is community relevant; and it enhances career development. By adopting a conception of general education that inclines toward the notion of education for democratic participation, community colleges can contribute to the process of political socialization and better fulfill their obligation to the community which is their source of support. Advantages of civic education for community college students include the possibilities of reducing political power differentials; addressing social issues of importance to a "late bloomer" student population; and developing a sense of community among students. Objections to mandated programs in civic education focus on the curriculum constraints imposed on the community college. Issues of freedom versus constraint, individualism versus social obligation, and vocationalism versus liberal learning need to be resolved before such a prescriptive model of general education can be adopted. Civic education programs in community colleges contribute to the quality of community life and further the commitment to democratic values and practices which is the aim of the community college. (LAL)

ED 272 286 PS 015 917

Butler, Loretta; Antoine, Dennis
Relationships between Logical Thinking and Knowledge of Basic Language Concepts with Children at the Preoperational Stage of Development.
PUB DATE- 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *Cognitive Development; Kindergarten; Kindergarten Children; *Language Acquisition; *Preschool Children; Preschool Education
IDENTIFIERS- *Piagetian Tasks

The present study investigates the acquisition of basic language concepts with children 4 and 5 years of age, and the relationship of language to cognitive development as measured by performance on 10 Piagetian tasks. Factors of age, day care setting or kindergarten, and sex constituted the independent variables. Children 4 years of age proved to be significantly less competent on language concepts than 5-year-olds. Such incompetence correlated positively with their poor performance on the operational tasks. Five-year-olds, whether in day care or kindergarten, did not differ on language ability. Among 5-year-olds a trend was found toward negative correlations between high performance on language concepts and lack of achievement on operational tasks of logical thinking. These findings are largely consonant with much of the research and indicate that while 5-year-old children have an almost adult understanding of language, they do not have much success in performing operational tasks. Some inability to decenter and consider all relevant variables may be responsible for such failures, or 5-year-olds' reliance on perceptual features of the task may account for low performance on cognitive tasks. (Author/RH)

ED 272 344 RC 015 858

Roeschley, Sheila, Comp.; And Others
Community Development Resources Handbook. Inventory of Recently-Produced Resources on C.D.
Community Development Society.
SPONS. AGENCY- Canada Employment and Immigration Commission, Ottawa (Ontario).

PUB DATE- 86
NOTE- 76p.; Prepared by the Education Section.
AVAILABLE FROM- Publication Distribution Center, University of Saskatchewan, U-Learn, Box 22, Saskatoon, Saskatchewan, Canada S7N 0W0 ($5.00, Canadian).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Agency Role; Citizen Participation; *Community Development; *Community Planning; Community Services; Leadership; Questionnaires; Research Needs; *Resource Materials; Rural Development; Small Businesses; Social Change; Urban Improvement

This guide is an annotated listing of 121 resources which are not yet available through the usual distribution channels and which might be useful to Community Development Society (CDS) members and those involved in community development. Largely produced over the last 5 years, the materials include books, chapters of books, journal articles, reports, papers, extension publications, films, and games. Entries are classified under 30 subject headings: case study, citizen participation, community, community decline, community development as a comprehensive concept, community development curriculum, community growth, community planning, community services, conflict/competition/cooperation, development, development structures, disadvantaged/minority groups, economic development, evaluation studies, industrialization, information/education/communication, institutional/agency roles, inter-community/area/regional development, leadership/capacity building, local government, organizational development, other topics, professional practice, quality of life, rapid growth/economic decline, research needs/ methodology, rural and small town development, small business, social change, and urban development. Each entry includes, when available, publication title, author, date, source address, purchase price, annotation, type and length of publication, secondary subjects, recommended use, and name and title of person recommending the resource. Since each item was recommended by a CDS member, this handbook should not be viewed as a systematic or comprehensive compilation of resources in community development. Author and index listings and a questionnaire soliciting recommendations are appended. (NEC)

ED 271 977 FL 015 839

Stone, Gregory B.; Rubenfeld, Stephen A.
The Role of Foreign Language Training in Internationalizing the Business Curriculum.
PUB DATE- 85
NOTE- 26p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Area Studies; *Business Administration Education; *College Second Language Programs; *Communicative Competence (Languages); *Curriculum Development; Higher Education; *International Studies; International Trade Vocabulary; *Languages for Special Purposes; Program Development; Second Language Instruction; Vocabulary Development

Business school faculty and language educators agree that the business school curriculum must be internationalized and that means must be provided for students to acquire facility in a foreign language. The use of traditional foreign language offerings to provide language skills to business majors has proven unsatisfactory. The traditional approach takes too long, emphasizes literacy skills and not speech skills, is overly ambitious, and provides limited and nonspecialized vocabulary. A suggested alternative approach would be an optional program stressing the rapid acquisition of foreign language communication skills, reducing the grammatical overload to only essential structures, and tailoring the vocabulary to that needed by the business student's expected needs, while experimenting with comprehension-based instructional methods. The language skills course should be short and intensive, with a minimum of one semester abroad or one year at the home institution but providing a longer period of study if the business administration program is flexible enough. (MSE)

ED 272 005 FL 015 867

Paulsell, Patricia R.
Establishing a Cross-Cultural Analysis Component in Business Foreign Language Courses.
PUB DATE- May 85
NOTE- 27p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Business Communication; *Cross Cultural Studies; *Cultural Awareness; Curriculum Development; *German; Higher Education; *Intercultural Communication; *Languages for Special Purposes; Second Language Instruction

Introduction of materials designed to heighten the cultural awareness of students intending to work in international business is a more difficult task than introducing cultural material to language students, due to lack of appropriate texts and methods and the limited international awareness of students. The importance of cultural understanding to the success of international business requires that every thematic unit covered in the business German classroom reflect a highly sophisticated cross-cultural analysis component. Discussion of stereotypes is an effective way of impressing on students the effect of imposing their cultural values on others. The anthropologist Edward T. Hall's theory of the integration of technical, formal, and informal levels of culture is well adapted to the business context and useful for the kind of cross-cultural analysis needed. Themes such as territoriality, authority, privacy, sex discrimination, and aspects of language use can be studied in the framework of Hall's theory to illustrate the levels and impact of culture in the German business and economic environment. Practical suggestions for incorporating cross-cultural themes into business German thematic units are included, and Hall's diagram representing the interactions of the various facets of culture is appended. (MSE)

ED 272 019 FL 015 881

Aruffo, Sylvia Dawn
The Need for Foreign Language in the Psychological Professions.
PUB DATE- May 85
NOTE- 8p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Client Characteristics (Human Services); *Counselor Client Relationship; *Intercultural Communication; Interpreters; *Language Role; *Languages for Special Purposes; Non English Speaking; Professional Occupations; *Psychological Services; Psychotherapy

Four therapist-client interview transcripts of one outpatient drawn from the files of a state mental health clinic are presented, with some narrative interpretation, to illustrate the need for foreign language skills in the psychological professions. The case is of Rosa, a non-English-speaking Hispanic woman referred by a Spanish-speaking social worker to a non-Spanish-speaking psychologist. Each session was conducted with a different interpreter: the woman's nephew, her husband, a professional translator, and an interpreter called to assist over the telephone in an emergency. A psychiatrist brought in to provide medication is also involved. The incidents indicate several related problems: the therapist's interview of the nephew instead of the woman, the woman's reluctance to speak freely with relatives present, the unreliability of information given to the therapist and to the woman by relatives, and the difficulty of interpreting over the telephone. When a Spanish-speaking psychiatrist on the hospital staff interviewed Rosa and continued caring for her, the situation improved. It is concluded that the lack of a Spanish-speaking professional to communicate directly with the woman resulted in unnecessary trauma, loss of time in solving the problem, and difficulty in addressing the problems directly, in addition to the problems created by a third party. (MSE)

ED 272 088 HE 019 529

Goldberg, Barbara J.; And Others
Perceived Effects of a Financial Aid Scholarship on Returning Women Students. Research Report No. 7-85.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 85
NOTE- 9p.
AVAILABLE FROM- University of Maryland, Counseling Center, Shoemaker Building, College Park, MD 20742.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Employment Experience; *Females; Higher Education; Influences; Questionnaires; *Reentry Students; *Scholarships; School Holding Power; *Student Adjustment; Student Attitudes; Student Characteristics; Student College Relationship; *Student Financial Aid
IDENTIFIERS- *University of Maryland College Park

The effects of receiving scholarships on female students age 25 or older was studied at the University of Maryland, College Park (UMCP). Questionnaire responses were received from 21 recipients of Newcombe Scholarships, which are awarded to mature, second career, and/or disabled female students at UMCP. The respondents received awards in 1981 and/or 1982. Objectives were to determine the effects of the scholarship on retention, adjustment, and rate of progress, as well as the current occupational and educational status of the recipient. It was found that receiving a Newcombe Scholarship supported the women's academic adjustment by positively influencing their ability to concentrate on the student role. Receiving the financial aid also positively influenced UMCP's image as a supportive environment containing caring personnel. This environment support helped balance the interpersonal and academic challenges faced by these students. Data are included on participants' age and marital status; number of children; disability status; academic status (undergraduate/graduate students, full-time or part-time, and progress in working toward a degree); and whether the women were employed full- or part-time; and academic retention. The questionnaire is appended. (SW)

ED 272 141 IR 012 192

1995--Planning and Managing the Odyssey. Proceedings of the National Conference of CAUSE (New Orleans, Louisiana, December 10-13, 1985).

CAUSE, Boulder, Colo.

PUB DATE- Dec 85
NOTE- 600p.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; *Computer Science; *Educational Administration; *Educational Planning; Educational Practices; Higher Education; *Information Science; Microcomputers; Program Descriptions; *Telecommunications

The 1985 annual meeting of CAUSE, the Professional Association for Computing and Information Technology in Higher Education, addressed the current state and the future of higher education computing from a planning and management perspective, and provided participants with a forum to share special problems and opportunities confronting administrators and computing professionals in higher education. The document opens with information on general sessions including the CAUSE Annual Business Meeting, two general session presentations (George Keller, William R. Monat), a current issues forum on the topic of security issues in higher education, and five special interest sessions. The conference theme was addressed through 45 professional presentations in 7 subject tracks: (1) Policy Issues in Higher Education; (2) Planning for Information Technology; (3) Special Environment; (4) Telecommunications/Networking; (5) Microcomputer Issues and Applications; (6) People Issues in Information Technology; and (7) Managing Academic Computing. Information submitted by participating vendors and commentary on and pictures of conference social activities conclude the proceedings. (THC)

ED 272 184 IR 012 299

Gray, Peter J.
Microcomputers: Word Processing. Evaluation Guides. Guide Number 3.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 11p.; A product of the Research on Evaluation Program.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Software; Editing; Evaluation Criteria; *Evaluation Methods; Guidelines; Layout (Publications); *Microcomputers; Printing; *Word Processing
IDENTIFIERS- *Software Evaluation

Designed to provide guidance in selecting the appropriate microcomputer-based word processing program, this document discusses the key characteristics of word processing software, including formatting, editing, merging, and printing. Possible capabilities of word processing features are identified, i.e., indent, tab, center, creation of footnotes, insertion, deletion, text movement or copy, word search and/or replacement, spelling checkers, margin justification, headers and footers, sequential printing of multiple files, interruption and resumption of printing, and display of formatted text. Eleven uses of word processing programs are listed, and suggestions are made for selecting the appropriate software package: (1) describe projected uses of the program; (2) identify the features needed; (3) plan ahead for new needs; (4) consider restraints (e.g., price, hardware, printer features) and user preferences that could prove limiting; (5) prioritize desired features; (6) examine and compare products; and (7) consider availability of support--will there be someone to talk to if problems arise after the purchase is made? Lists of references and guidebooks in this series are appended. (JB)

ED 272 271 PS 015 843

Cohen, Leonora Marx
Reflections on Reflective Abstractions in Creative Thinking.
PUB DATE- 30 May 86
NOTE- 17p.; Paper presented at the Annual Jean Piaget Society Symposium (16th, Philadelphia, PA, May 29-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Abstract Reasoning; Cognitive Development; *Creative Thinking; Gifted; Imagination; Individual Development; *Piagetian Theory; *Problem Solving

This report proposes a modification of Jean Piaget's concept of "creative abstraction," the mechanism of creative thought, which develops both intelligence and creative ideas. By reflecting on one's actions and the coordinations of actions, the individual constructs new relationships, links, rules, or correspondences between and among them. Reflective abstraction is important both in the growth and development of young children and in the creative work of adults. The report finds fault with Piaget's description of this mechanism in that it does not conceptualize the process sufficiently for either research or educational purposes. The paper also outlines the correspondences between models for creative problem-solving drawn from other research and reflective abstraction and amends Piaget's "dual process of reflecting and reflection" by hypothesizing that reflective abstraction is a six-step process. This model of the reflective process is presented from the beginning, when an individual becomes aware of a problem, through the final resolution of the problem. Finally, the report illustrates the workings of reflective abstraction with reference to the creative work of scientists and artists. (RH)

ED 272 302 PS 015 938

Sawtelle, Charlotte
Learning is a Family Affair: A Guide for Parents of Children in Grades 1-6.
Maine State Dept. of Educational and Cultural Services, Augusta.
PUB DATE- Jul 84
NOTE- 48p.; For the other guides in this series, see PS 015 939 and ED 266 885.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Responsibility; *Discipline; Elementary Education; *Elementary School Students; Homework; *Individual Needs; Learning Problems; Parent Student Relationship; *School Attitudes; *Self Esteem

Part of a three-volume series, this guide is intended for parents of children in the first- through sixth-grade, who want to become involved in their children's education and to help their children learn. Discussion focuses on the following topics: (1) helping children to develop self-esteem and self-confidence; (2) helping children develop responsibility; (3) discipline; (4) building positive attitudes toward school and learning; (5) how to help with homework; and (6) what to do when children have problems at school. (RH)

ED 272 331 RC 015 792

Hopf, Diether

The Children of Migrant Workers in West German Schools: A Pool of Hidden Talents?

PUB DATE- Feb 86
NOTE- 85p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Access to Education; Educational Discrimination; Educational Status Comparison; Educational Trends; Elementary Secondary Education; *Expectation; Foreign Countries; *Labeling (of Persons); *Migrant Children; Migrant Education; Migrants; Postsecondary Education; Social Characteristics; Social Indicators; *Social Stratification; Stereotypes; Success
IDENTIFIERS- *Greeks; *West Germany

This study examined social class indicators of Greek migrants to the Federal Republic of Germany and non-migrants since 1960 to test the hypotheses that migrant workers as a majority are a positive select group (as compared to non-migrants of the same place of origin and time period) in terms of characteristics relevant to educational success and that the school success of their children in West Germany would be equal to or even above the average of the German children after about three decades of functioning below their potential. Findings indicated that children of migrant workers are erroneously classified as lower class because of the jobs their parents usually have in West Germany, a fact which has resulted in many negative consequences for the children in the schools. However, data indicated that Greek migrant children are beginning to function on an achievement level which could have been expected from them (as extrapolated from their parents' attributes) had they attended the schools in their country of origin. It is predicted that even a superior performance will be observed in the long run, provided other factors do not disturb the development and school conditions in rural areas improve. (NEC)

ED 271 963 FL 015 819

Liebman-Kleine, JoAnne

Toward a Contrastive New Rhetoric--A Rhetoric of Process.

PUB DATE- Mar 86
NOTE- 29p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Students; Comparative Analysis; Contrastive Linguistics; *English for Academic Purposes; *Foreign Students; Higher Education; Intensive Language Courses; *Rhetoric; Second Language Instruction; Surveys; *Teaching Methods; *Writing (Composition); Writing Processes

Contrastive rhetoric theory, an extension of contrastive grammar, holds that the rhetorical predispositions of a student's native language will interfere with attempts to learn the rhetoric of a second language; and that because speakers of different languages think differently, they organize paragraphs differently, a situation which influences second language acquisition, especially with respect to writing. While this theory is attractive, its major flaw is in its simplistic view of rhetoric, which ignores elements such as memory, style, delivery, and invention. To learn more about the contrasts in non-native speakers' rhetoric, 77 students of varied linguistic backgrounds (46 Arabs, 4 Iranians, 7 Indonesians and Malaysians, 14 Japanese, and 6 Spanish speakers) from 3 intensive pre-college English classes and 4 freshman composition classes were surveyed concerning the writing instruction, where rhetoric is learned, in their native countries. Several generalizations emerged: (1) heavy emphasis on grammar in all countries; (2) emphasis on organization patterns similar to those taught in the United States, in all countries except Spain; (3) little exposure to newer techniques of process-teaching and revising; and (4) lack of variety in writing assignment type. There were also contrasts in assignment type, teaching environment, relative oral/written emphasis, structured experiences with writing. The survey instrument and response tallies are appended. (MSE)

ED 271 991 FL 015 853

Swales, John
Genre Analysis and Its Application to Languages for Specific Purposes.
PUB DATE- 85
NOTE- 23p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Organization; *Discourse Analysis; Higher Education; Instructional Materials; *Languages for Special Purposes; Language Styles; Literary Genres; *Material Development; *Notional Functional Syllabi; Research Reports; *Rhetoric; Second Language Instruction; *Teaching Methods; Textbook Evaluation

Seven basic models for teaching languages for special purposes (LSP) are outlined: (1) language-levels; (2) skills; (3) rhetorical functions; (4) notions/concepts; (5) situations; (6) topics; and (7) tasks. These models are examined through analysis of the texts (textbooks, research documents, and others) used to teach LSP courses. Examples of teaching units for each model are given, as well as the major theoretical influences for each model. The concept of genre for operating in both the classroom and the larger society is examined. It is proposed that the analysis of discourse and other features of any given genre within a field can provide the course designer with a manageable and meaningful framework within which to construct courses and that it can offer the learner tools with which to engage in any of the structurable events of business and professional life. (MSE)

ED 272 061   HE 019 483

Kramer, Howard C.
Advising Systems: The Use of Rites and Ceremonials.
PUB DATE- 86
NOTE- 30p.; Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Advising; Assembly Programs; Change Strategies; College Environment; *Faculty Advisers; Faculty College Relationship; Group Activities; Higher Education; Meetings; Organizational Climate; *Professional Recognition; Rewards; *School Activities; Self Concept; *Staff Development; Status Need; Teacher Welfare; Work Environment
IDENTIFIERS- *Ceremonies

The use of rites and ceremonials to influence the practice of advising in the college setting is considered, with attention to rites of passage, enhancement, renewal, and integration. During the rite of passage, the new status of advisor is assumed and may be formally signified by distribution of the advisor handbook and informal socials with experienced advisors and staff. Rites of enhancement mark an improvement in a person's social identity and personal power. In the advising context rites of enhancement occur when there is public recognition during meetings of advisors for handling difficult "cases," or when awards of excellent service are distributed. Programs sponsored by the institution to improve the advising program may be identified as rites of renewal, while an example of a rite of integration is the advising fair where different disciplines have information booths and make presentations about majors. A hypothetical example is presented of a college's attempt to use rites in a proactive and planned manner to foster advising practice. It is suggested that feedback to the advisor inherent in rites and ceremonials may help promote feelings of accomplishment. Possible negative outcomes of rites and ceremonials are also addressed, along with relationships between organizational and individual behavior in advising. (SW)

ED 272 075 HE 019 509

Ellis, David B.
Becoming a Master Student. Fifth edition.
REPORT NO.- ISBN-0-942456-06-8
PUB DATE- 85
NOTE- 343p.; Previously titled "Survival Tools for Students" and "Survival Tools for College."
AVAILABLE FROM- College Survival, Inc., 2650 Jackson Boulevard, Rapid City, SD 57702 ($13.56, quantity discounts available).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Communication Skills; Community Resources; Creativity; Educational Resources; Higher Education; Interpersonal Relationship; *Learning Strategies; Memory; Mental Health; Money Management; Notetaking; Physical Health; Reading Skills; *Self Evaluation (Individuals); *Student Development; *Study Skills; *Success; Test Wiseness; Time Management

A guide to support student success in extended orientation courses, freshman seminars, and study skills classes is presented, using exercises such as journal-keeping, stories of 12 people who have mastered specific skills, practical suggestions, and forms and charts. The major topics are: time management, memory, reading, note-taking, test-taking, creativity, health, relationships, money management, and use of resources. A quiz and answers on each of these topics are included. Introductory exercises focus on helping students recognize where they are and where they want to be. In addition to a goal-setting exercise and 21 suggestions for improving time management, charts to help students record and plan time use are provided. Information is included on how memory works, mnemonic devices, and 12 techniques to develop a better memory. Attention is also directed to: cutting reading time in half; improving observation, note-taking, and review; text anxiety, test preparation, and test-taking; keywords for essay test questions; creativity techniques for writing papers and speeches and solving math and science problems; listening and communication skills; interpersonal success; physical and emotional health; smoking, drugs, and alcohol; budgeting money and student employment; campus and community resources; and careers. (SW)

ED 272 101 HE 019 548

Gill, Wanda E.

The Need for an Upward Bound Project at Bowie State College.

PUB DATE- 86
NOTE- 28p.; Portions contain small, broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Articulation (Education); Basic Skills; Black Colleges; College Preparation; *College School Cooperation; Community Characteristics; Cooperative Programs; *Developmental Studies Programs; Grade 9; Grade 10; Grade 11; Higher Education; High Schools; *High School Students; Institutional Characteristics; Low Income Groups; State Colleges; *Summer Programs; *Weekend Programs
IDENTIFIERS- *Bowie State College MD; *Upward Bound

Reasons that Bowie State College in Maryland should participate in the Upward Bound Project are discussed, with attention to geographic and demographic characteristics of the area, school characteristics, and needed services. The college historically has provided educational opportunities for black, disadvantaged students and has been successful with low-income, first-generation college students. The project would have two components: an academic year intensive weekend program and a summer residential program in two counties. The target communities have highly populated urban and semi-rural centers with low-income residents and a high unemployment rate. Experience during 1974-1983 with an Upward Bound Project indicates that students were deficient in basic skills, cognitive knowledge, and critical analysis, and also had low self-image and counseling needs. The project would serve 11 senior high schools and 11 junior high or middle schools in two counties (i.e., students in grades 9, 10 and 11). The schools lack tutorial programs; opportunities for individual and small group educational experiences; educational, personal, financial aid, and career counseling; and summer programs for skill building and remediation. (SW)

ED 272 128 HE 019 589

Cope, Robert G.
Management Information Systems.
Association for the Study of Higher Education.
PUB DATE- 86
NOTE- 11p.; Prepared as part of the ASHE-ERIC Clearinghouse for Course Syllabi in Higher Education Project. For related documents, see HE 019 576-593.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Administration; College Planning; Course Content; *Course Descriptions; Course Objectives; Course Organization; Curriculum Development; *Decision Making; Graduate Study; Higher Education; *Information Needs; *Management Information Systems; *Postsecondary Education as a Field of Study; Reading Materials; Teaching Guides
IDENTIFIERS- *ASHE ERIC Higher Education Course Syllabi Project

Patterns that emerged from reviewing four syllabi for courses on management information systems are discussed. These courses are offered as part of graduate level studies in the field of higher education administration. A proposed outline for a syllabus is also provided. Courses addressing the information requirements for colleges and universities offer a range of content from a focus on computer technology to a focus on the information useful for various management decisions. It is recommended that information systems be studied as part of a course emphasizing information as it relates to decision-making requirements. The uses of information are considered: information for day-to-day operations, information for control or for managing and guiding the institution, and information for strategic purposes (i.e., adjusting to new situations). The proposed syllabus covers educational objectives, content, possible activities/field projects, and reading materials for the course. Generally, the student is expected to develop an integrated knowledge of information and decision support systems, and understand how these relate to institutional governance, management, and leadership. Students should have some familiarity with: the organization, structure, and finance of colleges and basic research design and statistical methods. A list of members of the course syllabi network is included. (SW)

ED 272 199 IR 051 573

Harris, Jamie L., Comp.
Library Guides to Business Information.
Chicago State Univ., Ill.
PUB DATE- Oct 82
NOTE- 21p.; Prepared in the Reference Dept. of Douglas Library.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; *Business Administration; *Business Education; Guidelines; Higher Education; *Library Collections; Marketing; *Reference Materials; Research Tools
IDENTIFIERS- *Chicago State University IL

This collection of library guides is designed to introduce undergraduate students at Chicago State University to basic business reference sources. Annotated bibliographies cover the subject areas of business management, marketing, and finance. Guides in the collection include: (1) Researching the Company (Chicago and Illinois business and national and international business); (2) Surveying Your Market (industry analysis, consumer analysis, and national business environment); (3) Industry Information (trade associations, census materials, indexes, and other reference sources); (4) Investments: Information Sources (current investment news, stocks, bonds, mutual funds and investment companies, dividends, industry information, and company information); and (5) Special Issues of Business Journals, (notes the nature of the special issues and the months in which they are published). Students are directed to newspapers, pamphlets, indexes, abstracts, census materials, periodicals, and other sources. Library of Congress catalog numbers and library locations are provided. A chart showing Dialog Information Services' coverage of the major business databases is included. (Author/THC)

ED 272 214 IR 051 588

Ettelt, Harold
What Price Weeding II.
PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Library Circulation; Library Collection Development; *Library Collections; Library Planning; Library Research; Two Year Colleges
IDENTIFIERS- *Weeding (Library)

In the summer of 1984, seven Library of Congress subclasses in the Columbia-Greene Community College Library were surveyed to determine if past circulation records could reliably predict future circulation. In the summer of 1985, a follow-up study surveyed 10 Library of Congress subclasses to verify the results of the first study. The second study, described in this report, included 3,391 "old" books (acquired in 1976 or earlier) and 1,009 "new" books (acquired in 1977 or 1978). The sample was approximately 10% of the collection. The study confirmed the findings of the first study: the likelihood of books being used does not progressively decline with additional years of non-use. Also reaffirmed is the finding that, while first use could not be reliably predicted, prior non-use can be useful as a predictor for future use, and therefore, as a criterion for weeding. Thirty-two charts accompany this report. (THC)

ED 272 242 JC 860 434

Donsky, Aaron P.; And Others
Impact Measures for a Marketing Intervention Strategy at a Two-Year College.
Dutchess Community Coll., Poughkeepsie, N.Y.
PUB DATE- 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attendance Patterns; College Attendance; Community Colleges; *Enrollment Influences; Enrollment Trends; Long Range Planning; *Marketing; *Student Recruitment; *Summer Programs; Two Year Colleges; *Two Year College Students

In fall 1983, Dutchess Community College (DCC), Poughkeepsie, New York, implemented a strategic planning process which ultimately resulted in the development of short- and long-range marketing plans. The initial marketing approach began in spring 1985 and was directed toward a pilot project to affect summer 1985 enrollments utilizing a market segmentation approach. The project involved sending personalized letters to students who had been attending college elsewhere, encouraging them to enroll at their low-cost neighborhood community college during the upcoming summer and transfer the courses back to their present institutions. The study involved a control group consisting of all 2,351 graduates of county high schools during 1984-85, and an experimental group composed of 1,887 freshman, sophomore, and junior students attending colleges other than DCC. Members of both groups received the same letter describing the summer session as well as a direct response inquiry card which could be used to obtain more information. After the completion of the summer session, college registration lists were compared with the names of students in the control and experimental groups, revealing that 6% of the experimental group and 3% of the control group registered for the summer term. Based on study findings, it was decided to expand the targeted marketing approach for the following summer. The study report includes a review of the literature on educational marketing. (RO)

ED 272 318 PS 015 968

Friedman, Sarah L.; Sherman, Tracy L.
Mothers as Mediators of Cognitive Development: A Coding Manual.
Updated.
National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Feb 85
NOTE- 40p.; For related document, see PS 015 952.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cognitive Development; Guidelines; *Interpersonal Relationship; *Mothers; *Parent Child Relationship; Parent Influence; *Toddlers
IDENTIFIERS- *Coding

Coding systems developed for a study of the way mothers influence the cognitive development of their 2- to 4-year-old children are described in this report. The coding systems were developed for the analysis of data recorded on videotapes of 3 mother-child situations: 8 minutes of interaction starting with a reunion between mother and child, 5 minutes of lunchtime preparation, and 5 minutes in which the mother teaches her child how to construct a block design. The description of Coding Scheme 1 focuses on the initiation and termination of a shared focus between mother and child. Coding Scheme 2 recorded every request by child to mother for help or information, mother's response, appropriateness of mother's response, and presence or absence of cognitive content in mother's response. Coding Scheme 3 centered on the contents of mothers' speech and behavior. The coding of cognitive contents aimed at capturing all instances in which mothers imparted facts about the physical, social, and emotional world, and methods for acquiring knowledge, for knowledge representation, and for knowledge use. Coding Scheme 4 characterized the content of mothers' communication in terms of its specificity and availability to the senses. Coding sheets are attached. (RH)

ED 272 034 FL 015 896

Moraes, Euzi Rodrigues

Sociolinguistic Determinants of Academic Achievement in Brazilian Public Schools.

PUB DATE- 86
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Classroom Communication; Educational Status Comparison; Elementary Education; Foreign Countries; *Foundations of Education; Play; *Public Schools; *Social Dialects; Socioeconomic Status; Sociolinguistics; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Brazil

Based on the hypothesis that the low academic achievement of Brazilian children attending government schools was directly related to a discrepancy between the children's working-class dialect and the school's dialect which is closer to upper class speech, a study was undertaken in literacy classes in one private and one public school where the difference in dialects was most extreme. Data were drawn from classroom observation; unstructured interviews with teachers, parents, and children; analysis of the children's text and written work; and dictation to each class of a made-up text in the vernacular. The results suggest that in the public school (1) it is language function rather than grammar that impedes the pedagogical process, (2) the main sociolinguistic question connected with language education is related to the child's previous knowledge and social background, and (3) the play element has been left out of the instructional programs, to the detriment of learning. Both classrooms tended toward linguistic artificiality, but in the public school, the teacher-pupil interaction and communication was far less than in the private school. Teachers' classroom language was found to differ from both the children's language and the teachers' adult language. Anger and use of authority were common elements in teacher language. A fundamental change in educational approach is recommended, an approach built on the principle that freedom, joy, and purpose are essentials of education. (MSE)

ED 272 048 HE 019 434

Goodwin, Craufurd D.; Nacht, Michael
Decline and Renewal. Causes and Cures of Decay among Foreign-Trained Intellectuals and Professionals in the Third World. IEE Research Report Number Nine.
Institute of International Education, New York, N.Y.

SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, D.C.; EXXON Education Foundation, New York, N.Y.
REPORT NO.- ISBN-87206-144-2
PUB DATE- 86
NOTE- 86p.
AVAILABLE FROM- Publications Service, Institute of International Education, 809 United Nations Plaza, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Developed Nations; *Developing Nations; Higher Education; *International Educational Exchange; Interprofessional Relationship; *Job Satisfaction; *Morale; Negative Attitudes; Organizational Climate; Productivity; Professional Development; *Professional Personnel; Program Descriptions; Scholarship; *Study Abroad

Causes and prevention of the decline of professional competencies acquired in American institutions of higher education by foreign-trained, Third World scholars and professionals and soon lost upon their return to their home countries are addressed. The context of this problem is described for three countries that were selected as examples: Mexico, Indonesia, and Turkey. Manifestations and characteristics of intellectual and professional "decay" are considered, including declining productivity and loss of morale. Causes of decay may be linked to inadequate compensation and support services, loss of facility in the use of English, the social and political context of developing countries, and economic recession. Efforts to maintain professional competencies (e.g., retraining and renewal) in these countries are identified, along with similar programs based in the United States and involving persons from the developing world. Descriptions are provided of programs in each country: Mexico (4), Indonesia (5), Turkey (3), and the United States (5). To prevent decay, 14 recommended policies and practices for the Third World and 8 recommendations for the developed world are presented. For the Third World, these suggestions include: information and advice, payment of competitive rates of return, rewards for accomplishment, sustained support over the economic cycle, and involvement in national development. (SW)

ED 272 115 HE 019 562

Johnson, Janet Rogers-Clarke; Marcus, Laurence R.
Blue Ribbon Commissions and Higher Education: Changing Academe from the Outside. ASHE-ERIC Higher Education Report No. 2, 1986.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-29-2
PUB DATE- 86
NOTE- 111p.
CONTRACT- 400 86-0017

AVAILABLE FROM- Association for the Study of Higher Education, Publications Department, One Dupont Circle, Suite 630, Washington, DC 20036 ($10.00, nonmembers; $7.50, members).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Advisory Committees; *Blue Ribbon Commissions; Campuses; *Change Strategies; College Planning; *Educational Change; Federal Government; Governance; Government School Relationship; *Higher Education; Policy Formation; Problem Solving; Program Evaluation; Public Policy; State Government
IDENTIFIERS- Maryland; New York

Blue ribbon commissions in the United States from 1965-1983 are reviewed, and two commissions are covered in-depth. Attention is directed to: nationally-oriented blue-ribbon commissions, state-level commissions, blue ribbon commissions on campus, and factors that make commissions effective. For purposes of the study, a blue ribbon commission was defined as effective if it appeared to have produced an immediate and recognizable change in postsecondary structure, functions, or processes in a state. The two commissions studied in detail are: the Temporary State Commission on the Future of Postsecondary Education in New York State (Wessell Commission) and Maryland's Commission on the Structure and Governance of Education (Rosenberg Commission). A blue ribbon commission has the following characteristics: a predetermined life span, the involvement of eminent individuals from a variety of backgrounds, staff and funds to assist in fulfilling its charge, and a charge to investigate and/or to recommend changes in structures, functions, origins, or processes. Gubernatorially or legislatively created commissions were established on at least 48 occasions in 25 states between 1965 and 1983. In many instances they have made recommendations that have changed the direction of higher education in the state; in other instances their impact has been minimal. (SW)

ED 272 142 IR 012 193

Couch, Richard W.

Precision Teaching.

PUB DATE- 86
NOTE- 16p.; In: Couch, Richard W. The Effects of Fluency Training on Multiple-Choice Tests in a Personalized System of Instruction, Contingency Managed Lecture, and Traditional Lecture Style Course. Doctoral Dissertation, University of Kansas, Appendix.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Patterns; Behavior Rating Scales; Classroom Observation Techniques; Experience Charts; *Precision Teaching; Student Evaluation
IDENTIFIERS- *Behavior Analysis; Behavior Descriptions

Precision teaching (PT) is an approach to the science of human behavior that focuses on precise monitoring of carefully defined behaviors in an attempt to construct an environmental analysis of that behavior and its controlling variables. A variety of subjects have been used with PT, ranging in academic objectives from beginning reading to college psychology courses in theories of personality. The major tenets of PT are an emphasis on precise definitions of behavior, the use of response rate as a dependent measure, continuous charting of student performance on standard celeration charts, and focus on fluency of correct responses rather than accuracy alone. Four components of a PT program have been identified: (1) a system for recording and charting data; (2) the requirement of a precise definition or "pinpointing" of the behavior under study; (3) the IS-DOES formula--an environmental-behavior analysis that examines all the possible environmental events that might affect a behavior under study; and (4) the Behavior Bank--a technology for facilitating dissemination of information about PT. Currently, those who subscribe to the Precision Teaching philosophy are a small group who are very active in the branch of psychology called behavior analysis. Precision Teaching researchers disseminate their work through the Journal of Precision Teaching, and announcements for their annual conferences can be found therein. A list of references is provided. (JB)

ED 272 156 IR 012 209

Birch, Ian; And Others

Interface between Education and Technology: Australia. Education and Polity 1.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

REPORT NO.- BKA/85/OPE/206-2000
PUB DATE- 85
NOTE- 119p.; No. 1 of a series commissioned by APEID (Asia and the Pacific Programme of Educational Innovation for Development).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Technology; *Educational Trends; Foreign Countries; *Futures (of Society); Social Change; *Technological Advancement
IDENTIFIERS- *Australia

The first of three main sections in this review of research covers current and recent developments in the interfacing of education and technology in Australia, with particular attention paid to policy initiatives adopted by governments, industry, academic institutions, and the community with respect to the interface. The second part reviews alternative futures, again focusing on Australia. Feasible international and national scenarios are explored and attention is paid to the shorter term alternative futures possible for technology and education and their importance to the interface. The third section is concerned with issues raised by such interfacing. An exhaustive survey of all issues involved in considering the education-technology interface is not intended; rather, this section brings together issues that have been raised in discussions on education and technology. Conclusions are drawn concerning the present state of this debate, and its implications for policy development and implementation. A bibliography, annotated bibliography, list of persons consulted, and list of persons who submitted documents are included. (Author/THC)

ED 272 170 IR 012 229

Brandhorst, Ted
ERIC on Compact Disc (CD-ROM). A Case Study.
PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the CD-ROM Based Information Dissemination Conference (Reston, VA, April 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Databases; *Information Dissemination; Information Retrieval; Information Services; *Online Systems; *Optical Disks; Research Tools; Technological Advancement
IDENTIFIERS- *ERIC

ORI, Inc., and SilverPlatter, Inc., have joined together in a joint venture to offer the ERIC database to the public on compact laser disc (CD-ROM). Data from both "Resources in Education" (RIE) and "Current Index to Journals in Education" (CIJE) will be offered on a single disc from January 1983 to the present (with the disc being updated every quarter). Data prior to 1983 will be offered on archival discs (two for RIE; one for CIJE). This case study reviews the various reasons why ERIC is interested in CD-ROM as a method of data dissemination and the reasons ORI chose to link with SilverPlatter in offering such a service. Some of the early experiences in developing the product are related: acquiring market information, configuring the product, developing the retrieval system, alpha testing, allocating corporate responsibilities, pricing, etc. It is noted that ERIC satisfies all five factors that have been cited as determining whether a product is likely to be successful if delivered on CD-ROM technology: (1) large volume of data; (2) stable data not requiring frequent updates; (3) geographically dispersed user community; (4) most users have access to microcomputers; and (5) additional processing enhances the value of the data delivered. (Author/JB)

Minckley, Barbara B., Ed.; Walters, Mary Dale, Ed.
Innovations and Inventions: Ideas for Improving Nursing Service and Nursing Education. Proceedings of the Spring Conference of the Midwest Alliance in Nursing (Milwaukee, Wisconsin, April 1-2, 1982).

Midwest Alliance in Nursing, Inc., Indianapolis, IN.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
REPORT NO.- ISBN-0-942146-05-0
PUB DATE- 83
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Medical Research; *Medical Services; *Nursing; *Nursing Education; Postsecondary Education; Problem Solving; *Research and Development; Research Needs; Research Opportunities; Theory Practice Relationship

To increase awareness of ideas that have potential for solving nursing problems, the papers in these proceedings review research findings, describe the application of problem-solving techniques, and underscore the joint responsibility of service and education for testing innovations in better patient care. The proceedings contain: (1) "Don't Just Sit There--Do Something," by Florence Downs, which expresses a concern for developing meaningful content and testable theory at the center of research efforts in nursing; (2) "Understanding Attitudes and Conditions That Determine Nurses' Environments for Research," by Maxine Loomis, which discusses the impact of the Conduct and Utilization of Research in Nursing project, a 5-year research development effort sponsored by the Michigan Nurses' Association; (3) "Why Aren't the Advances of Nursing Research Being Implemented at Bedside?" by Judith Floyd, Karin Kirchhoff, Phyllis Kritek, and Susan Riesch, which offers criteria for the evaluation of research findings among clinicians; (4) caucus group reports on common problems, current work that has potential for solving patient care problems, and research-related objectives; and (5) brief descriptions of 45 ideas and innovations to improve nursing practice. (RO)

ED 272 257 JC 860 449

Houston, C. A.
A Comparative Follow-Up Study of 1972-73-74 and 1982-83-84 Graduates.
Virginia Western Community Coll., Roanoke. Office of Institutional Research.

REPORT NO.- OIR-102-85
PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Environment; *College Graduates; College Transfer Students; Community Colleges; Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Questionnaires; *Student Attitudes; Two Year Colleges; *Two Year College Students

A study was conducted to examine and compare the opinions and immediate plans of 1972-73-74 and 1982-83-84 graduates of Virginia Western Community College (VWCC). Graduates were asked to indicate their opinions of the college's academic instruction, counseling services, faculty advising, and social activities; to provide an overall rating of VWCC; to indicate whether they would recommend their program; and to state their immediate plans. Study findings, based on an 80% response rate, included the following: (1) in comparison to the 1972-73-74 group, the 1982-83-84 graduates gave higher ratings to academic instruction, VWCC's social activities, and the college as a whole; (2) the later group rated counseling services significantly lower than the earlier group; (3) 35% of the later graduates rated academic advising as "fair" or "poor"; (6) compared to the 1972-73-74 group, more 1982-83-84 graduates entered the job market and fewer indicated transfer plans; and (7) over 90% of all graduates said they would recommend their program of study. The survey instrument is appended. (LAL)

Spidell, R. Anne
Teacher Intervention and Beliefs in Preschool Children's Play.
PUB DATE- Apr 86
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Sociology; *Intervention; *Play; *Preschool Children; *Preschool Curriculum; Preschool Education; *Preschool Teachers; *Teacher Behavior
IDENTIFIERS- Weber (Max)

The purpose of this study was to describe preschool teachers' interventions during children's free play. A Weberian sociological framework was used to examine (1) what happens when teachers intervene into children's play, (2) teachers' beliefs and thus their decisions about play, and (3) the relationship between these issues. Three preschool teachers were video filmed during free play and later interviewed about observed intervention episodes. The teachers were prompted to talk about what happened during the event, what they were thinking about, and for what reason they intervened. Findings indicated that the intervention episode could be broken into three identifiable segments: antecedent, tactic, and consequence. The antecedents were categorized into one of four categories: breach of discipline, social isolation, child request, and reactive observation. The tactics were categorized as conversation participation, demonstration, environmental modification, praise, redirection, maintenance, and instruction. The consequences were noted as either changing play, not changing play, or undetermined. Teachers held differing beliefs and their actions were related to their belief systems. Teachers based their decisions upon their personal system of educational principles concerning how teachers should teach, how children learn, and the early childhood curriculum. Reasons for intervention fell into one of the three Weberian constructs: cultural influences, social-political influences, and economic influences. (Author/RH)

ED 272 303　　　　　　　　　　PS 015 939

Allen, Cheri
Learning is a Family Affair: A Guide for Parents of Young Children.
Maine State Dept. of Educational and Cultural Services, Augusta.
PUB DATE- Jul 84
NOTE- 66p.; For the other guides in this series, see PS 015 938 and ED 266 885.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Discipline; Family Environment; Kindergarten Children; Language Acquisition; *Learning Activities; Listening Skills; Mathematics Skills; Motor Development; *Parent Student Relationship; Prereading Experience; *Preschool Children; Preschool Education; Self Concept
IDENTIFIERS- *Parent as a Teacher; Thinking Skills

Part of a three-volume series, this guide is intended for parents of young children of preschool through kindergarten age. The purpose of the guide is to provide ideas and activities to help in the development of various basic skill areas which will be important for children's later success in school. Discussion focuses on the child's self concept, discipline, the learning environment at home, language development, listening skills, motor development, pre-reading, numbers, and thinking skills. Accompanying each section are a number of activities and references for further reading. Beyond recommending specific activities, however, the purpose of this booklet is to convey the attitude that parents can provide an environment for their children that is rich in learning potential, that does not require a degree in education, and that does not cost a fortune. Included is a four-page bibliography. (RH)

Campbell, Milo K.

Preparing Rural Elementary Teachers.
PUB DATE- Mar 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Cooperating Teachers; Elementary Education; *Elementary School Teachers; *Field Experience Programs; Financial Support; Higher Education; Program Descriptions; *Rural Education; *Small Schools; *Student Teaching; *Teacher Education Programs
IDENTIFIERS- *Brigham Young University UT

During the past 14 years, the elementary rural teacher training program at Brigham Young University (BYU), Utah, has successfully provided an 8-week student teaching experience which has assisted more than 250 prospective teachers in comparing their lifestyle and interests with those of rural America. Student participants are required to live with a rural family while student teaching. Supervision of student teachers is shared between local, district, and university educational agencies, with BYU having 80% of the responsibility. Reciprocal incentives and benefits for cooperating schools include use of student teachers as substitutes and classroom aides, improved classroom organization and preparation by supervising teachers, improved rapport between BYU and cooperating school districts, and increased inservice teacher education delivered to rural communities. The program's financial structure is based on tuition income from rural student teachers and forfeiture of honoraria traditionally paid by the university to supervising teachers. These funds support travel and honoraria expenses to provide extra incentive to BYU program supervisors who must regularly travel several hundred miles a week to visit students participating in the program. (NEC)

ED 271 978 FL 015 840

Cote, Ellyn Mirides
Miami-Dade Community College: An Organizational Response to the Language and Communication Needs of Business and the Professions.
PUB DATE- 85
NOTE- 17p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Community Colleges; *Cooperative Programs; Curriculum Development; *Languages for Special Purposes; *Professional Training; Program Descriptions; *Program Development; Scheduling; *School Business Relationship; Second Language Instruction; Two Year Colleges
IDENTIFIERS- Miami Dade Community College FL

In response to the expressed need for cooperation between the academic and business sectors, Miami-Dade Community College established a Center for Business and Industry at the College's Mitchell Wolfson Campus in the Miami business district to centralize college programs, marketing, and other ties with the local business community. This arrangement was designed to facilitate the customizing of course content and scheduling for field-specific on-campus or on-site training at the request of local businesses. The center's executive director, who reports to the dean of instruction, has a staff consisting of a director of training, director of conferences, management consultant, and two secretaries. Institutes are offered in accounting, architecture and engineering, banking and finance, computer technology, corporate fitness, foreign trade, hospitality management, insurance, international/intercultural affairs, language communication, law, management and supervision, marketing and sales, office technology, science technology, and small business development. These institutes serve both small and large businesses and provide liaisons with campus departments through campus faculty. Available programs include courses, professional seminars, conferences, and workshops in cooperation with professional associations. Plans include expansion of services to the Caribbean Basin. Three tables display the program offerings. (MSE)

ED 271 992 FL 015 854

Savangvarorose, Bang-Orn
Business English in Thailand: The Needs of the Thai Business Community, and Courses Taught at the Thai University.
PUB DATE- 85
NOTE- 28p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *College Second Language Programs; Developing Nations; *Educational Needs; *English (Second Language); Foreign Countries; Higher Education; *Language Skills; *Program Effectiveness; Second Language Instruction; Surveys
IDENTIFIERS- *Thailand

Results of a 1982-1983 survey of the Thai business community concerning its needs for English language skills and of a survey of the course offerings at Thai colleges and universities are reported and discussed. The industry survey targeted 60 of the 600 largest Thai companies in manufacturing, trading, finance, hotels and health care. The university survey focused on the business English offerings of four state universities, two private universities, and two private colleges. The reported amount and importance of English language use in general and of five language skills (listening, speaking, reading, writing, and translation) within the universities and in the foreign dealings of the companies surveyed is tabulated. The offerings, enrollment, methods, and materials used in business English instruction in the higher education institutions are reported, and their relevance and value are estimated, based in part on results of a survey of graduates. (MSE)

Gerulaitis, Renate
Essential Cultural Information and Suggestions for Teaching It in German Business Courses.
PUB DATE- May 85
NOTE- 25p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Business Communication; *Cross Cultural Training; *Cultural Education; *German; Higher Education; Intercultural Communication; Languages for Special Purposes; Newsletters; Second Language Instruction; Slides; *Stereotypes; Tape Recordings; *Teacher Developed Materials

A course in German for business on the college level must engage in cross-cultural training as well as teach specialized vocabulary and conversational German for international business dealings. Materials and methods for such a course are described. Some generally untapped sources for material on corporate culture that are suited for use in the classroom include: (1) the newsletters of the "Industrie-und-Handelskammer," which often include articles on do's and don'ts for Germans coming to the United States and insights into German perceptions of American business attitudes; (2) conversations with Americans who have worked or done business in Germany or with Germans working in the United States; and (3) slides of everyday occurrences or sights in Germany, which are used to help sharpen observation and perceptions of cultural subjects. Business sections of German newspapers and in-house publications of German firms also contain cultural information embedded in business vocabulary. Examples are given of class activities for each of the three types of material. A description is provided of each slide and the kind of class discussion it can evoke. (MSE)

ED 272 185 IR 012 310

Principles of Managing Audiovisual Materials and Equipment. Second Revised Edition.

California Univ., Los Angeles. Biomedical Library.; Pacific Southwest Regional Medical Library Service, Los Angeles, CA.

SPONS. AGENCY- National Library of Medicine (DHHS/NIH), Bethesda, Md.
PUB DATE- 85
NOTE- 66p.
CONTRACT- USPHS-N01-LM-2-3514
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Audiovisual Aids; *Cataloging; Computer Assisted Instruction; Computer Software; Copyrights; Equipment Evaluation; Equipment Maintenance; Guidelines; *Health Materials; *Hospital Libraries; Library Administration; Library Circulation; Library Material Selection; Library Technical Processes; Resource Materials

This manual offers information on a wide variety of health-related audiovisual materials (AVs) in many formats: video, motion picture, slide, filmstrip, audiocassette, transparencies, microfilm, and computer assisted instruction. Intended for individuals who are just learning about audiovisual materials and equipment management, the manual covers basic techniques in selecting, organizing, storing, and disseminating AVs, and highlights some of their unique features. The manual includes the following sections: (1) Introducing Audiovisuals; (2) Assessing Institutional Needs; (3) Bibliographic Control of Software: Indexes to Distributors, Producers, and Equipment; (4) Selecting, Evaluating, and Weeding Software; (5) Technical Services; (6) Circulating Equipment and Software; (7) Selecting and Evaluating Equipment; (8) Operating, Maintaining, and Repairing Equipment and Software; (9) Copyright and Audiovisuals; and (10) Sharing Audiovisuals. (THC)

Moss, William W.; Mazikana, Peter C.
Archives, Oral History and Oral Tradition: A RAMP Study.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-86/WS/2
PUB DATE- Jan 86
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Archives; Audiotape Recordings; Developed Nations; *Developing Nations; Historiography; *Oral History; Primary Sources; Production Techniques; Program Descriptions; Social History; Speech Communication; Surveys

This Records and Archives Management Programme (RAMP) report provides information on the nature of oral tradition/history; the role of recorded oral history as documentation in the absence of written records, or as a supplement where written records exist; problems in recording and administering such materials; and basic considerations involved in their use. The study is intended for archivists, curators, historical administrators, and other information specialists, and its conclusions are based upon the experience of professional programs in various parts of the world, including developing countries. The report includes the following sections: (1) Introduction: Oral Tradition and Oral History; (2) The Historiographic Context of Oral History and Oral Tradition; (3) The History of Oral History and Oral Tradition; (4) The Varieties of Oral History and Oral Tradition; (5) Recording Oral History and Oral Tradition; (6) Equipment and Technology; (7) Archival Management of the Record; (8) Finding Aids and Access; (9) Ethical and Legal Issues; (10) Uses of Oral History and Oral Tradition; (11) Survey of Archives and Oral Tradition; (12) Guidelines for Oral History; and (13) a 50-item bibliography. (THC)

Position Statement from the Southern Association on Children Under Six 1986.

Southern Association on Children Under Six, Little Rock, Ark.

PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Rearing; *Day Care; *Developmental Programs; Early Childhood Education; Educational Policy; *Kindergarten; *Parent School Relationship; *Preschool Education; *Public Schools; Services

Provided are four brief position statements of The Southern Association on Children Under Six concerning quality programs in public schools for children 4 years of age, supporting parents, quality child care, and developmentally appropriate educational experiences for kindergarten. The statement on public school preschool programs briefly describes characteristics of the 4-year-old, indicates aspects of a developmentally appropriate preschool program, provides a rationale for public preschool education, indicates preschool children's basic needs, suggests guidelines for the implementation of quality programs, and delineates the role of public schools in advancing appropriate experiences for 4-year-olds. The statement on parent support discusses what is known about quality family life and quality parenting, ways to help parents be effective, and plans to support parents. The statement on child care explores children's needs (1) to feel that their situation is a safe and comfortable place to be, (2) to be fully employed in activities that are meaningful to them, (3) to live comfortably with other children and adults, (4) to have their physical development supported and be helped to learn health, nutritional, and safety practices, and (5) to feel that there is consistency in their lives and a shared concern for them among parents and caregivers. Discussion of developmental experiences for kindergarten recommends beginning with the needs of children, suggests ways of designing learning environments to meet children's needs, and points out ways of assessing kindergarten children's development. (RH)

ED 272 332 RC 015 806

Changes in the Well-Being of Alaska Natives Since ANCSA.

Alaska Univ., Anchorage. Inst. of Social and Economic Research.

PUB DATE- Nov 84

NOTE- 13p.; For the document on which this report is based, see RC 015 866.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; *Alaska Natives; *American Indian Education; American Indians; Disadvantaged; Economic Development; Employment; Geographic Distribution; Health; Housing; Income; Minority Groups; *Population Trends; Rural Development; *Social Change; *Socioeconomic Status; *Well Being

IDENTIFIERS- Alaska; *Alaska Native Claims Settlement Act 1972

The Alaska Native population experienced substantial advances in physical health, education, income, and housing between 1970 and 1980. Despite these gains and the 1971 passage of the Alaska Native Claims Settlement Act (ANCSA), the Alaska Native population remains at a disadvantage in all areas relative to the Alaskan non-Native population and the United States population as a whole. Despite an annual 2.4% population increase, Natives constitute a smaller minority group in 1980 than in 1970. The Native birth rate is likely to remain high, with approximately 39,000 Natives ineligible to enroll for ANCSA benefits by 1991. Declines in infant mortality and deaths due to preventable diseases were offset by increases in the rate of deaths due to accidents and suicide. While the educational attainment of Natives 18-24 years old has improved significantly, one out of four dropped out of high school in 1980. The Native male unemployment rate (13% in 1980) showed negligible change during the decade. From 1970 to 1980, state/local government employment among rural Alaska Natives increased from 22% to 39% of all Native employment. The average number of persons per Native household dropped from 5.2 in 1970 to 3.8 in 1980. (NEC)

ED 271 964 FL 015 821

Wangsotorn, Achara; And Others
Relationships between Learning Modes and the Beginners' Success in English.
PUB DATE- 5 Mar 86
NOTE- 21p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Auditory Stimuli; Comparative Analysis; Educational Research; *English (Second Language); Foreign Countries; Grade 7; Independent Study; Introductory Courses; Junior High Schools; *Language Aptitude; *Language Proficiency; *Learning Strategies; *Predictor Variables; Second Language Learning; Spatial Ability; Student Attitudes; Student Characteristics; Study Habits; Visual Stimuli
IDENTIFIERS- Thailand

A study of the relationship of learner characteristics to success in beginning English examined the language aptitude, learning motivation and attitudes, spatial relations, study habits, and years of English instruction of 97 seventh-grade students in a Thai government school. The analysis focused on these variables as they related to the children's achievement on independent-study English modules taught in three instructional modes: visual, auditory, and a combination of the two. Results indicate that the strongest predictor of success was language aptitude, especially in combination with learning motivation. Spatial relations did not correlate at all with success, and experience with English instruction and study habits had statistically insignificant correlations. The auditory mode of instruction was the least effective of the three. Some recommendations are that variables other than language proficiency be considered in developing introductory courses; and that listening lessons be subordinated to visual or visual/aural lessons. (MSE)

ED 272 020 FL 015 882

Cline, William
Teaching Spanish for Technical Purposes.
PUB DATE- May 85
NOTE- 12p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Course Content; *Course Organization; Graduate Study; Higher Education; Instructional Materials; *Languages for Special Purposes; Second Language Instruction; *Spanish; Student Characteristics; Teaching Methods; Technical Writing; *Technology; *Translation; Undergraduate Study
IDENTIFIERS- Eastern Michigan University

An Eastern Michigan University course in Spanish for special purposes with an emphasis on technology was intended to serve students of business, international trade, and technology, but the actual enrollment came largely from the department of foreign languages and bilingual studies. However, significant diversity in scientific preparation and aptitude and in language proficiency was still found in the course population, both undergraduate and graduate. The courses have since been designed for a broad target group, with emphasis placed on translation from Spanish to English and limited English-to-Spanish translation practice. The course content includes fundamental technological and scientific terminology in a variety of fields (mathematics, physics and subfields, chemistry, biology, and automotive and computer technology). The methodology used involves extensive readings, vocabulary review, translation, oral reports, and examinations. Instructional materials at varying linguistic levels and from a variety of fields are used. Student evaluations of the course have indicated satisfaction with the amount of learning in varied fields and with their newly acquired ability to translate technical texts. Student dissatisfaction relates to learning vocabulary in fields unrelated to career goals, text difficulty, and the instructor's lack of technical knowledge in some fields. Course outlines are appended. (MSE)

Kramer, Howard C.
Advising: Supporting the Academy.
PUB DATE- Jul 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Advising; *College Environment; *Faculty Advisers; Helping Relationship; Higher Education; *Interpersonal Relationship; *Interprofessional Relationship; Teacher Characteristics; Teacher Participation; *Teacher Student Relationship

Ways that academic advising can be used to foster cohesion in the college are addressed. Advising is assumed to contribute to the primary mission of the institution, the pursuit of scholarship. The question at issue concerns the types of efforts directed toward differentiation and specialization in contrast to efforts designed to increase integration in the institution. To better link people in the college and increase cohesion and community at the institution, it is necessary to characterize the people and culture that constitutes the faculty, and to identify faculty needs. Reasons that faculty may voluntary participate in the advising program are discussed, including satisfaction from the helping role, feeling the competence needed in coping with advising students, changing work functions, establishing peer relationships that provide a forum for mutual exchange, and mid-career realignments. Five levels or types of interaction described by Fry and Pasmore in their work with executives may be used to characterize different types of interactions between advisors: single-frame, multiple-frame, frame-linking, frame-sharing, and frame-breaking. These types of interaction characterize a process by whch changes in thinking and action can occur. (SW)

ED 272 076 HE 019 515

Howard, Edrice, Ed.
Academic Year Abroad, 1986-87. The Learning Traveler, Volume 1. Fifteenth Edition.
Institute of International Education, New York, N.Y.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
REPORT NO.- ISBN-87206-136-1
PUB DATE- 86
NOTE- 456p.; For the 14th edition, see ED 262 701; for information on vacation study abroad, see HE 019 515.
AVAILABLE FROM- Publications Service, Institute of International Education, 809 United Nations Plaza, New York, NY 10017 ($15.95).
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Programs; Consortia; *Foreign Countries; Geographic Regions; Higher Education; *Institutional Characteristics; International Educational Exchange; Program Descriptions; School Location; *Student Exchange Programs; *Study Abroad

A guide to over 1,140 study-abroad programs offered during the academic year and sponsored or co-sponsored by recognized U.S. colleges and universities is presented. Programs may focus on academic subjects and may include language study, independent study, or internships. An introductory section covers several topics, including language proficiency, types of study-abroad programs, finances, and travel and living abroad. Entries include the name and address of the sponsoring school or consortia and brief information on the following points: the countries or cities in which resident study takes place, dates and/or duration of the program and the deadline for application, courses of study, the academic level/class and any minimum age requirements, the number of undergraduate or graduate credits offered, eligibility requirements, the language of instruction, teaching methods, costs and type of financial aid available, housing, background information on the program, and whether students attend regular academic courses at a foreign institution or special courses for foreign students and/or courses arranged for the group and taught by U.S. and/or foreign faculty. Appended are an annotated bibliography, a list of consortia, and indexes of sponsoring organizations and fields of study. (SW)

ED 272 089 HE 019 530

Stansbury, Kendyll

The Relationship of the Supportiveness of the Academic Environment to the Self-Confidence and Assertiveness in Academic Work for Men and Women Graduate Students in Science and Engineering.

PUB DATE- Apr 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assertiveness; *College Science; Departments; *Engineering Education; Faculty Advisers; Females; *Graduate Students; Helping Relationship; Higher Education; Interpersonal Relationship; Males; Peer Relationship; *Self Esteem; *Sex Differences; Stress Variables; Student Experience
IDENTIFIERS- *Stanford University CA

Situational influences on self-confidence and assertiveness in female and male graduate students in science and engineering were studied, based on responses from 328 Stanford University students (155 males and 173 females). Two dependent variables were used: an index of items measuring an individual's self-confidence in the ability to perform academic and professional work, and an index measuring an individual's sense of personal ability to act assertively in doing academic work. Three independent variables represented potentially supportive aspects of the environment: an index measuring perceptions of the quality of relations with the adviser, an index measuring perceptions of the availability of support from peers and faculty, and a global assessment of the amount of stress experienced in graduate school. Enrollment in a master's or Ph.D. program was also considered. Separate regressions were performed for men and women. The results suggest that women are sensitive to supportive features of the academic environment but fail to generally support such a conclusion about men. The supportiveness of the academic department failed to be a significant predictor. The perceived level of stress in graduate school was the strongest predictor of both assertiveness and self-confidence for women. (SW)

ED 272 102 HE 019 549

Smolansky, Bettie M.
Job-Transitions in the Administrative Labor Market in Higher Education: Some Methodological Considerations.
PUB DATE- 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Church Related Colleges; *College Administration; College Role; *Employment Patterns; Geographic Regions; Higher Education; Income; *Institutional Characteristics; Institutional Mission; Labor Market; *Occupational Mobility; Private Colleges; School Size; State Colleges; Theories

The question of whether the market for administrators is segmented by institutional types (i.e., region, affiliation, size, mission, and resource level) was investigated. One facet of the research was the applicability of segmentation theory to the occupational labor market for college managers. Principal data were provided by career histories of a national sample of 2,896 administrators obtained as part of Pennsylvania State University's Leaders in Transition project. A second database provided information for 3,441 higher education institutions. Variables of concern included: four geographic regions; affiliation as either public, private, Protestant, or Catholic; size of enrollment; mission as defined by the 1976 Carnegie Commission on Higher Education codes; and resource level as determined by the ratio of total revenue divided by enrollment. A set of job transition matrices charted career moves of the sample of administrators separately by the five variables. Separate analyses were undertaken for administrators who changed institutions and those who changed jobs but not institutions. Findings for managers who changed institutions include: a strong preference for intra-regional moves; and a significant tendency toward intra-affiliation category transitions, with distinct barriers to movement between some subgroups. (SW)

ED 272 129 HE 019 590

Chaffee, Ellen Earle
Organization/Administration.
Association for the Study of Higher Education.
PUB DATE- 86
NOTE- 62p.; Prepared as part of the ASHE-ERIC Clearinghouse for Course Syllabi in Higher Education Project. For related documents, see HE 019 576-593.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Administration; Course Content; *Course Descriptions; Course Organization; Curriculum Development; Graduate Study; Higher Education; *Leadership Qualities; *Organizational Theories; *Postsecondary Education as a Field of Study; *School Organization; Teaching Guides
IDENTIFIERS- *ASHE ERIC Higher Education Course Syllabi Project; New York University; Ohio State University; University of Michigan; University of Vermont

Patterns that emerged from reviewing 26 syllabi for courses on organization and administration in higher education are discussed, and six sample syllabi are presented. The syllabi focused more on organization than administration. Of the 26 syllabi, 19 dealt with organization and administration generally; 5 with administration in a specific context; and 2 were business management courses recommended for higher education students. The 19 general courses encompassed 30 subtopics. The five courses dealing with special topics in organization and administration focused on human relations, academic affairs administration, personnel administration, academic department administration, and the organization and administration of professional schools. Brief overviews and sample syllabi are provided for the following courses/schools: Organizational Theory I and II, New York University; Higher and Postsecondary Institutions as Complex Organizations, University of Michigan; Higher Education Administration and Organization, University of Vermont; the Administration of Academic Affairs in Higher Education, Ohio State University; Administrative Behavior, Leadership, and Personnel in Colleges and Universities, University of Michigan; and Case Studies in Administration Behavior in Higher Education, University of Michigan. A list of members of the course syllabi network is included. (SW)

ED 272 200 IR 051 574

Harris, Jamie L.; Meeker, Robert B.
Library Staff Development Workshops in an Urban University. A Project Report.
Chicago State Univ., Ill.
PUB DATE- 84
NOTE- 34p.; Prepared at Douglas Library.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Continuing Education; Grants; Higher Education; *Library Personnel; Library Planning; *Needs Assessment; Program Descriptions; *Program Proposals; Publicity; *Staff Development; Workshops
IDENTIFIERS- *Chicago State University

This set of materials reports the needs assessment and implementation of a library staff development project funded by a Chicago State University grant. Because of the limited opportunity provided for all library personnel to improve their job skills, a proposal for a staff development program was submitted to the university granting office. A grant for six in-house workshops was approved. This document contains: (1) the grant proposal; (2) the needs assessment questionnaire; (3) an interim report; (4) a final report to the granting office; (5) samples of print publicity for each workshop; (6) letters of confirmation and appreciation to a workshop facilitator; and (7) the final evaluation form. (Author/THC)

ED 272 243 JC 860 435

Kempner, Ken
Educating the Emerging Middle Class in Brazil: A Comparative Analysis of SENAI and the American Community College.
PUB DATE- 19 Apr 86
NOTE- 15p.; Paper presented at the Annual Conference of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; College Students; *Community Colleges; Comparative Analysis; Educational Needs; Educational Sociology; *Equal Education; Foreign Countries; Lower Middle Class; *Middle Class Students; Postsecondary Education; *Social Stratification; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Brazil

Brazil's education of its emerging middle class is compared in this paper with the U.S. community colleges' education of their middle and lower class constituency. First, introductory comments argue that, just as there are stratified technological levels within the labor market, levels of knowledge can also be distinguished, pointing to access to "high status knowledge" as a critical problem in determining the equity of a nation's educational system. After presenting a rationale for comparing the two educational systems, the paper defines "middle class" for the purposes of the analysis, examines Brazil's two-tiered educational system of public and private schooling, and describes SENAI, a private educational enterprise offering industry-oriented vocational training to a select group of working class students. Next, the U.S. community colleges are described and assessed in terms of how well they serve the educational needs of the middle and lower middle classes. Educational innovations that have been implemented in Brazil with limited success are reviewed next, including efforts to offer a 2-year postsecondary curriculum and to expand university access through night classes. The final sections discuss implications and offer conclusions, indicating that both SENAI and the community college offer unique education to the lower middle levels of their respective societies, yet neither effectively offers education for those at the very bottom of the social structure. (EJV)

ED 272 319 PS 015 970

Clow, Suzanne L.

The Voucher Project. Final Report.

Phoenix Inst., Salt Lake City, UT.

SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- Sep 84
NOTE- 57p.; Media articles appended to this document may not reproduce clearly.
GRANT- DHHS-G-90-PD-10050
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Involvement; *Community Services; *Day Care; Early Childhood Education; Educational Finance; *Educational Vouchers; Employer Employee Relationship; *Employer Supported Day Care; *Low Income Groups
IDENTIFIERS- Utah (Salt Lake City)

This final report details the Phoenix Institute's (Utah) Voucher Project, a project aimed at promoting a voucher-paid child care benefit for low-income employees who would pay for their child care services and then be reimbursed upon presenting vouchers to the employer who would pay the whole or partial cost as part of a worker benefit. Included in the report are the following: (1) an overview of the project's objectives; (2) a schedule of presentations about the project delivered to employers, the child care community, employee groups, and the community at large; (3) an analysis of various factors intrinsic to the project's successful implementation and related recommendations; and (4) a summary of the project's accomplishments. The report concludes with a discussion of child care trends in Utah. Appendices, which make up more than half the document, include a voucher project phase chart, a description of the Junior League-sponsored child care resource and referral system, a description of a legal process for setting up a dependent care assistance plan, a voucher materials packet, and some newspaper articles. (HOD)

ED 272 035 FL 015 899

Breen, Myles P.
Friction Caused by Intercultural "False Friends." Case Study: America and Australia.
PUB DATE- Jul 86
NOTE- 18p.; Paper presented at the Annual Meeting of the Australian Communication Association (Canberra, Australia, July 17-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; *Cultural Differences; *Culture Conflict; Friendship; Humor; *Intercultural Communication; *Interpersonal Communication; *Social Differences; Work Attitudes
IDENTIFIERS- Australia; *Cognates; United States

A linguistic "false friend" is a word which is spelled or pronounced the same way in two or more languages or dialects of a single language, yet which has a unique meaning in each different language. Similarly, cultural "false friends" occur when people from different cultures think they have concepts and mores in common, yet they actually attach different values and perspectives to these concepts and mores, and the commonality is only superficial. A study of the American-Australian interface is specifically detailed. Linguistic material is drawn from the Australian Macquarie dictionary, and cultural evidence from the work of Hall (1959) and Renwick (1980). With evidence presented by Brena (1980) for example, it is speculated that Australians may share more common perspectives with Egyptians than with North Americans when the concept of "friendship" is considered. Examples given, such as attitude towards work and humour, are those which are reported to cause friction between Americans and Australians. Further difficulty is seen as workers in the field are predominately American and consequently the scholarly work itself has an American perspective. (Author)

ED 272 049 HE 019 435

Ellis, Susanne D.
1984-85 Survey of Physics and Astronomy Bachelor's Degree Recipients.

American Inst. of Physics, New York, N.Y. Manpower Statistics Div.
REPORT NO.- AIP-R-211-17
PUB DATE- Mar 86
NOTE- 10p.
AVAILABLE FROM- American Institute of Physics, 335 East 45 Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assistantships; *Astronomy; *Bachelors Degrees; Career Planning; *Education Work Relationship; *Employment Patterns; Foreign Students; Graduate Study; Graduate Surveys; Higher Education; Minority Groups; National Surveys; *Physics; Salaries; Student Characteristics

Results of the American Institute of Physics' 1984-1985 survey of physics and astronomy bachelor's degree recipients are examined. The information was obtained from individual degree recipients with a focus on their plans after the baccalaureate programs. Highlights of the findings are as follows: the proportion of women among physics bachelors further increased; almost 90% of the potential graduate physics students had been assured of their sources of support; and starting salaries reported by 1985 physics graduates rose by 6% to $1,990 per month; in 1975 fewer than one-third of new graduates chose civilian employment while by 1985 the proportion rose to 43%, and corresponding decreases occur in graduate school plans. Data are included on: characteristics of new physics bachelors and of new astronomy bachelors, postbaccalaureate plans of U.S. and foreign minorities among the 1985 physics bachelors; selected characteristics of minority physics bachelors; changes in employment for new physics bachelors, 1975-1985; and trends in plans after graduating for successive graduating classes of physics bachelors during 1975-1985 and of astronomy bachelors during 1977-1985. (SW)

ED 272 116 HE 019 572

Chambers, Gail S
Approaching College Merger: A Manual with Case Documents.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 83
NOTE- 226p.

AVAILABLE FROM- University of Bridgeport, Bridgeport, CT.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Change Strategies; *College Planning; Committees; Educational Finance; Enrollment Projections; *Feasibility Studies; Higher Education; Institutional Characteristics; *Mergers; Models; *Private Colleges
IDENTIFIERS- *University of Bridgeport CT; *University of New Haven CT

Issues of strategy and statesmanship that characterize the period prior to a decision for a college merger are addressed. Attention is directed to models of private college merger, based on patterns used in the 1970s, and innovations sponsored by foundations in the early 1980s. Factors that increase the chance of a voluntary merger taking place are also identified. A recent attempt to merge the University of Bridgeport and the University of New Haven is described, with details of the period of planning prior to a board decision regarding merger, as well as comparisons to strategies used at other colleges. Emphasis is on choices of the early period that can contribute to a new institution but not harm the existing ones should merger not occur. Annotated case materials are included to illustrate the full range of concerns when studying the possibility of a college merger. These materials, which have been duplicated from file originals, provide a step-by-step documentation of the feasibility study; they also show the speed and inaccuracy of working papers. Specifically, the documents and study commission reports concern: establishing the merger study commission, institutional data, financial analysis, enrollment projections, and legal analysis. Appendices identify 20 private college merger attempts, 10 of which resulted in merger and 10 of which did not. A 58-item bibliography concludes the document. (SW)

Heuston, Dustin H.
The Future of Education: A Time of Hope and New Delivery Systems.
WICAT, Inc., Orem, Utah.

PUB DATE- 86
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; *Delivery Systems; Educational Planning; *Educational Trends; Elementary Secondary Education; *Information Dissemination; Instructional Development; *Technological Advancement

The educational delivery system in the United States has matured, and investing more funds in the current system will have no effect in terms of effectively training students for tomorrow's society. Among the shortcomings of the current delivery system are limited individual instruction, inconsistent quality of presentation, limits of the teacher labor market, a diverse and rapidly changing student population, lack of information about individual student's needs, and faculty workload problem. However, once a condition exists in a mature delivery system that allows it to do exponentially more work for a reasonable financial investment, a dramatic system improvement is possible and such a condition is present in the advent of the computer. This paper includes discussions of technologies that will be available in new delivery systems, including videodiscs and compact disks, and warns educational leaders about some of the pitfalls of hardware acquisition. Topics discussed include the future of education; shortcomings of the current delivery system and advantages of the new delivery system; cost of implementation; possible productivity gains; technologies of the new delivery system; and the hardware revolution. (THC)

ED 272 171 IR 012 230

Guideline for Software Documentation Management.
National Bureau of Standards (DOC), Washington, D.C.
REPORT NO.- FIPS-PUB-105
PUB DATE- 6 Jun 84
NOTE- 32p.
AVAILABLE FROM- National Technical Information Service, U.S. Department of Commerce, Springfield, VA 22161.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Administrators; *Computer Software; Content Analysis; Programers; *Specifications; *Standards
IDENTIFIERS- *Printed Materials; *Software Maintenance

Designed as a basic reference for federal personnel concerned with the development, maintenance, enhancement, control, and management of computer-based systems, this manual provides a general overview of the software development process and software documentation issues so that managers can assess their own documentation requirements. Reference is then made to relevant standards, guidelines, articles, and books that can be used to develop in-house standards, guidelines, and procedures suited to the specific development environment and task. The manual also outlines factors that managers must consider if documentation is to play its proper role in the development of computer software: (1) the component parts of software documentation; (2) how managerial guidance can ensure good documentation by the implementation of policies and procedures; and (3) the resources needed to make the managerial guidance effective. A glossary is provided, as well as appendices which contain a list of document types; policy, planning, and procedures checklists for documentation; a list of nine Federal Information Processing Standards (FIPS) and Guidelines publications; a list of six additional standards and guidelines publications; and a bibliography of 15 related books and other references. (JB)

ED 272 186 IR 012 312

Gray, Peter J.

Microcomputers: Instrument Generation Software. Evaluation Guides. Guide Number 11.

Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 9p.; A product of the Research on Evaluation Program.
CONTRACT- 400-80-0105.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Software; *Data Collection; *Evaluation Criteria; Evaluation Methods; Information Needs; *Information Retrieval; Information Utilization; *Microcomputers; Recordkeeping
IDENTIFIERS- *Software Evaluation

Designed to assist evaluators in selecting the appropriate software for the generation of various data collection instruments, this guide discusses such key program characteristics as text entry, item storage and manipulation, item retrieval, and printing. Some characteristics of a good instrument generation program are discussed; these include easy text entry and editing for item creation and modification, convenient and safe data storage, simple item retrieval, and flexible printing options. In addition, four types of item modification are identified: insertion or deletion of material, reformatting, adding options, and changing the item's descriptors. Four instrument generation programs are briefly described, including the producer, cost, and hardware required. Suggestions are provided for selecting the right software, including comments on hardware requirements, operating systems, versatility, and price. It is noted that selection should be based on a consideration of the combination of features most desired for the types of tasks to be performed using the program. A list of seven suggestions for making a sound choice of software and a five-item bibliography complete the document. (JB)

Minckley, Barbara B., Ed.
Administration in Nursing, 1982-1992: Regional Planning for the Coming Decade. Midwest Alliance in Nursing Fall Workshop (Oklahoma City, Oklahoma, September 22-24, 1982).
Midwest Alliance in Nursing, Inc., Indianapolis, IN.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
REPORT NO.- ISBN-0-942146-03-4
PUB DATE- 83
NOTE- 131p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Administration; *Administrator Education; *Leadership; Management Development; Nurses; *Nursing; *Nursing Education; Organizational Effectiveness

Focusing on issues affecting the development of nursing leadership in the Midwest, the papers in these proceedings attempt to move forward the implementation of an effective program for enhancing skills needed by nurse administrators. The proceedings contain: (1) "Regional Plan for Development of Nursing Leadership Potential 1982-92," by Rozella Schlotfeldt, which presents recommendations for enhancing the leadership potential of Midwest nurses; (2) a summary of a panel discussion of the Task Group on Nursing Leadership; (3) "Education for Nurse Administrators," by Julia Lane, which identifies the educational elements needed to prepare service administrators in nursing; (4) "Nursing Administration in a Small Rural Hospital," by Janice Doxtader, which emphasizes the need for nursing administrators to understand community organization, hospital budgeting and finance, and development of personnel; (5) "Nursing Administration in a Community Health Service," by Gertrude Hotaling, which covers the elements of nursing administration and specific problems related to the process in community health; (6) "Nursing Administration in a Health Science Center," by Gabrielle Martel, which describes changes in the setting of a health science/university hospital; (7) "Problems of Nursing Service for Which Administrative Consultation Is Commonly Sought and Suggestions for Their Resolution," by Lyndsey Stone, which suggests that organizational effectiveness be a primary concern for nurse administrators; (8) reports on caucus group discussions on the definition of effective nursing administration, the pre-service educational needs of nurse administrators, academic credit programs, and regional resources; (9) brief descriptions of collaborative programs designed by the Staff of Presbyterian Hospital (Oklahoma City, Oklahoma); and (10) a statement by the Commission on Education for Health Administration on the Development of the Western Network for Education in Health Administration. (RO)

ED 272 258 JC 860 450

Colby, Anita Y.
Writing Instruction in the Two-Year College. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

PUB DATE- Aug 86
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Community Colleges; *Feedback; Holistic Evaluation; *Teaching Methods; Two Year Colleges; Two Year College Students; Writing Evaluation; *Writing Exercises; *Writing Instruction; Writing Skills
IDENTIFIERS- ERIC Digests

This digest draws upon the thirteen published volumes of "Inside English" to offer a summary of practitioners' advice on techniques to improve two-year college students' writing skills. First, the paper summarizes underlying principles of writing instruction, indicating that: (1) usage, formal grammar, phonics, and spelling are best learned in a context; (2) students learn to write and read by performing real tasks; (3) drills may be useful following diagnosis of specific weaknesses, but not as a substitute for whole writing assignments; (4) students need help during the writing process; and (5) sentence building is more productive than analysis or labeling. The importance attached by the instructors to designing writing exercises tailored in form and content to the students' skill levels is noted. The paper then offers brief descriptions of writing assignments designed to build confidence in writing ability and emphasize communication skills, including clustering, modeling, brainstorming, and controlled writing, free writing, and journal writing. Other exercises more appropriate for more advanced students are also outlined; these may include summaries, practice essay exams, and computer assisted writing. Next, methods of providing feedback that build self-confidence, encourage writing, and shift student focus from mechanical accuracy to the logical expression of ideas are described, including peer critiquing, positive feedback, and holistic scoring. (EJV)

ED 272 288 PS 015 919

Clark, M. L.; Ayers, Marla

Friendship Expectations and the Evaluation of Present Friendships: Effects of Reciprocity, Gender and Race.

PUB DATE- Apr 86
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Blacks; Expectation; *Friendship; Junior High Schools; Junior High School Students; *Predictor Variables; *Racial Differences; Sex Differences; *Whites

The relationship between friendship expectations, assessment of present friendships, and friendship satisfaction, as well as the degree to which friends were similar on these variables were investigated for black and white adolescents. Subjects were 150 eighth-grade students from a public school in the southeastern United States. Fifty-six students were black (24 males, 32 females) and 94 were white (48 males, 46 female). Four areas of friendship expectations and friendship assessments were measured: mutual activities, conventional morality, empathic understanding, and loyalty and commitment. Friendship expectations and the assessment of present friendships were correlated with each other. Satisfaction with present friends could be predicted for females from knowledge about the level of mutual activity and empathic understanding in their present friendships, for males from their assessment of loyalty and commitment in their present friendships, for black adolescents from the rating of empathic understanding in their actual friends, and for white adolescents from the mutual activities shared with friends. Females expected and reported more conventional morality and empathic understanding from their friends than did males. Friendship dyads were formed and classified according to the level of dyad reciprocity and the gender and racial composition of the dyad. White dyads were more similar than black dyads on their friendship expectancies in the areas of conventional morality and empathic understanding. Results are discussed in terms of Bigelow and La Gaipa's theory of friendship expectations. Nineteen references and four statistical tables are included. (Author/RH)

ED 272 304 PS 015 940

Olenick, Michael

Schooling for Four Year Olds in California.

PUB DATE- 21 May 86
NOTE- 9p.; Paper presented at the Yale Conference for Four Year Olds (New Haven, CT, May 21-22, 1986). Part of the UCLA Bush Program in Child and Family Policy.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; *Day Care; *Day Care Centers; Early Childhood Education; Educational Needs; *Educational Philosophy; Low Income Groups; Policy Formation; *Program Evaluation; *Program Implementation; *State Programs

IDENTIFIERS- California

The California State Department of Education provides part-day comprehensive development programs for 3- to 5-year-olds from low income families. The programs include educational development, health services, social services, nutrition services, parent education and participation, evaluation, and staff development. The state requires that all subsidized programs evaluate themselves using an instrument called the Program Quality Review. Recognizing that schools are already involved in providing day care programs, the University of California at Los Angeles (UCLA) Bush Program has been primarily concerned about issues of child care as opposed to issues of schooling. The Child Care Task Force has several suggestions as to the role schools should play in providing services to four-year-olds and their families: (1) school involvement should be in full day programs as opposed to part day programs, (2) programs should be year round instead of being offered on the traditional school year schedule, (3) children should be presented with educational models that are developmentally appropriate, and (4) programs should offer cultural diversity. A study of 100 randomly selected child care programs in the county of Los Angeles, however, revealed that teachers and directors are running structured programs. This suggests that while the appropriate role for schools should be to extol the positive effects of high quality preschool programs, there is also a need to get the developmental principles that underlie the different curriculum models across to the public. (HOD)

ED 272 346 RC 015 860

Moray, Mary
School Consolidation: Easing the Transition. Administrative Report.
San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.
PUB DATE- Mar 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Change Strategies; Communication (Thought Transfer); *Community Involvement; Community Support; *Consolidated Schools; *Cooperative Planning; Educational Change; Elementary Schools; Elementary Secondary Education; Mergers; Parent Role; Parent School Relationship; *Public Relations; *School Closing; *School Community Relationship; School Support; Staff Role; Student Needs

Changing population patterns, inflated housing costs, and cuts in school financing have forced many school districts to face school closures and school consolidation as a way of maintaining solvency. This report reviews the literature on school consolidation with attention to the fact that the need to consolidate now faces elementary schools as well as junior and senior high schools. The shift in school-neighborhood alliances may leave deep scars in school-community relations, or it may provide an opportunity for the lay public and educators to work together in a cooperative venture to maintain and perhaps even to raise the quality of educational programs in their districts. The experience of school districts that have consolidated indicates that the keys to success are planning, communication, and community involvement. Planning should involve community and staff at every step beginning with the initial study to identify the drawbacks and benefits of consolidation. Communication must include students, parents, and teachers and must keep them all informed of plans, progress, and what to expect next. Communication strategies can include newsletters, open house and community meetings, parent association meetings, student assemblies, and local media. Community involvement has been accomplished by establishing committees for joint activities with equal representation from all schools involved. Notes and references are appended. (JHZ)

ED 272 157 IR 012 210

Ittelson, John C.; Wold, Jean E.
A Model for the Development of Individualized Instruction Networking.
PUB DATE- 12 Oct 85
NOTE- 9p.; Paper presented at the Annual Conference of the International Society for Individualized Instruction (Newark, NJ, October 12, 1985).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Faculty Development; Graduate School Faculty; Higher Education; Individual Development; *Individualized Instruction; Instructional Innovation; *Models; Nursing Education; Teacher Improvement; Teaching Methods
IDENTIFIERS- *California State University Chico; *Guided Design

This paper describes the creation and implementation of a faculty development system at California State University at Chico which uses the "guided design" approach for teacher improvement. Following a discussion of previous faculty development efforts at Chico, a history of the guided design project is presented, and the sequence of events leading to its utilization by members of the nursing faculty are outlined. Six elements that are crucial to the success of this type of program are identified: (1) a focus for professional and faculty development activity on campus; (2) continuous interdisciplinary networking and feedback; (3) resource people who are sensitive enough to challenge the faculty to explore new ideas; (4) mentoring and sponsoring relationships between faculty; (5) campus visitors who are experts in various modes of innovative teaching techniques; and (6) sharing of ideas and successes. (JB)

ED 272 273 PS 015 868

Fact Sheets from the Children's Foundation.

Children's Foundation, Washington, D.C.
PUB DATE- 85
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Certification; Child Advocacy; *Child Caregivers; *Day Care; *Early Childhood Education; *Family Day Care; Financial Support; *Food Service; Legal Aid; Parent Child Relationship; Program Descriptions; *Social Support Groups; State Standards
IDENTIFIERS- *Child Care Food Program

This document consists of seven fact sheets that address issues and problems associated with child care. The first one provides background information regarding the availability of child care services in private homes and centers, statistical information on working parents requiring child care services, and numbers of associations and agencies available for resource and referral. The remaining six fact sheets discuss the following: (1) family day care, or home-based child care, as the major form of child care in the United States, its characteristics and regulation; (2) the federally supported Child Care Food Program in family day care; (3) umbrella sponsorship (a state or local non-profit organization servicing several homes) for family day care homes participating in the Child Care Food Program; (4) an overview of the child support enforcement problem, directed to mothers, giving information on who is eligible for child support, why fathers don't pay child support and what can be done about it, and how to work within the child support enforcement system; (5) information on how to start a grassroots child support action group; and (6) issues in the regulation of family day care. (AA)

ED 272 347 RC 015 861

Raze, Nasus
Instructional Implications for Small Schools: A Review of the Literature. Administrative Report.
San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.
PUB DATE- Feb 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Community Support; *Comparative Analysis; Educational Cooperation; Educational Quality; *Educational Strategies; Elementary Secondary Education; Grouping (Instructional Purposes; *Instructional Improvement; Parent Participation; Rural Education; *School Effectiveness; School Size; *Small Schools; Teaching Methods

Drawing on information from 15 sources, this literature review discusses advantages/disadvantages of small schools and summarizes practices for both rural and urban small schools to follow to maintain educational quality despite dwindling enrollments and resources. Small school disadvantages in the areas of staff, instructional program, and materials are noted. Aspects of instruction, interaction, and parent/community involvement cited as small school strengths include favorable student/teacher ratios, learner-centered environment, innovative methods (individualization, independent study), higher levels of learning, teacher knowledge of individual student needs and strengths, more student/teacher and student/student interaction, family atmosphere, cross-age grouping, good teacher/administrator relationships, participative management, cooperation with other schools to maximize resources, good relationship with the community, community and volunteer involvement, parent approval of small schools, good parent/teacher relationships, and financial support from parents and community. Instructional techniques recommended for small schools are individualized instruction, independent study, experiential learning, and parent participation in learning. Student groupings found especially effective for small schools are nongraded classrooms, cross-age grouping, and peer teaching and tutoring. Suggested cooperative strategies include team teaching, peer observation to improve teaching, cooperative planning, shared resources, and links with other districts to provide instructional materials, inservice, special programs, and curriculum development. (NEC)

ED 272 361 SE 046 689

Elementary Science: Grade 1. Working Copy.
Carroll County Public Schools, Westminster, Md.
PUB DATE- 85
NOTE- 133p.; Part of Carroll County Elementary Science Program. For related reports and curricula for grades 2-5, see SE 046 687-688, SE 046 690-693.
AVAILABLE FROM- Gary Dunkleberger, Carroll County Public Schools, 55 North Court Street, Westminster, MD 21157. (Price $10.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Biological Sciences; Course Content; Curriculum Guides; Educational Resources; Elementary Education; *Elementary School Science; *Grade 1; Instructional Materials; Learning Modules; Lesson Plans; *Magnets; Physical Sciences; Process Education; *Science Activities; Science Education; Units of Study
IDENTIFIERS- *Seeds

This grade 1 science curriculum guide contains three activity units: (1) seeds; (2) patterns; and (3) magnets. Each unit contains a letter introducing the unit to parents, teacher background material, lesson plans, and activity sheets. The lesson plans list the science processes involved, content objectives, time frame, group size, vocabulary, materials, and lesson procedures which include structuring questions. The appendices contain an evaluation checklist, media booklist, list of audiovisual resources, and an inservice evaluation. (JM)

ED 272 377 SE 046 868

Sealey, Jean

Instructional Strategies. R & D Interpretation Service Bulletin. Science.

Appalachia Educational Lab., Charleston, W. Va.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 85

NOTE- 8p.

AVAILABLE FROM- Appalachia Educational Laboratory, 1031 Quarrier Street, P.O. Box 1348, Charleston, WV 25325.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Collected Works - Serials (022)

DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Instructional Improvement; Instructional Systems; *Learning Strategies; Mastery Learning; Science Education; *Science Instruction; *Scientific Literacy; *Teaching Methods

IDENTIFIERS- Science Education Research; *Set Induction Techniques; *Wait Time

A recognized correlate of student success in science classes is the use of teaching strategies that are learner-centered and goal-oriented. Research has shown that several practices in particular are associated with increased student achievement and with developing scientifically literate students. The focus of this paper is on scientific literacy and some of the instructional strategies that have produced gains in students' achievements. Findings are presented related to: (1) current practices (citing the descrepancy between research suggestions and actual practice); (2) effective instructional systems (explaining mastery learning and the personalized systems of instruction); (3) effective instructional strategies (highlighting the benefits associated with the use of preinstructional strategies, focusing, questioning, wait time, manipulatives, altered materials, and testing); (4) new directions (enumerating conditions that promote scientific literacy); (5) effective science teachers (offering suggestions for improved teaching); and (6) scientific literacy (identifying the characteristics of a scientifically literate person). Also included are separate and expanded descriptions of the procedures and merits of set induction and wait time. (ML)

ED 272 392 SE 046 887

Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.
Investigations in Science Education. Volume 12, Number 2.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
PUB DATE- 86
NOTE- 68p.
AVAILABLE FROM- Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription $8.00; $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Anxiety; College Science; Elementary School Teachers; Environmental Education; Higher Education; Incentives; *Inservice Teacher Education; *Preservice Teacher Education; Science Education; *Science Teachers; Secondary School Teachers; *Teacher Attitudes; Teacher Education; *Teacher Effectiveness; Teacher Recruitment; *Teaching Methods
IDENTIFIERS- *Science Education Research

Abstracts and abstractors' critiques of six science education research studies and six responses to critiques are presented in this issue of "Investigations in Science Education" (ISE). Each of the studies addresses some aspects of teacher education. Areas investigated include: (1) effects of inservice training on student learning; (2) description of incentives that may retain inservice science teachers and recruit prospective teachers; (3) influence of science education as a discipline on the attitudes of preservice teachers; (4) comparison of the effects of lectures versus activity based instruction on teacher attitudes; (5) teacher attitudes toward environmental education; and (6) the effect of a sequence of science courses on preservice elementary teachers' attitude toward and anxiety about teaching science. Responses to critiques involve studies from earlier issues of ISE as well as the current issue's study on preservice elementary teachers attitudes and anxiety toward teaching science. (ML)

ED 272 407 SO 017 309

Hague, William J.
New Perspectives on Religious and Moral Development.
Alberta Univ., Edmonton. Dept. of Educational Psychology.
REPORT NO.- ISBN-0-88864-939-8
PUB DATE- 86
NOTE- 280p.
AVAILABLE FROM- Publication Services, 4-116 Education North, University of Alberta, Edmonton, Alberta, Canada T6G 2G5 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aesthetic Values; Cognitive Development; Developmental Psychology; Emotional Development; *Ethical Instruction; *Humanistic Education; Moral Development; Moral Values; *Psychology; Religion; Religious Conflict; *Religious Education; Socialization; Social Sciences; Values
IDENTIFIERS- Allport (Gordon W); Erikson (Erik); Freud (Sigmund); James (William); Jung (Carl G); Maslow (Abraham); Whitehead (Alfre North)

The 10-chapter book presents a holistic approach to teaching religious and moral development emphasizing the essential unity of human nature and the convergence in recent years of religion and the science of psychology. Primarily a two-part psychological study, it discusses the varieties of religious experience and the role of emotion in human development and morality. The chapters include: "What Is Religion?"; "Psychology and Religion--An Historical Overview"; "Religion as Development--the Contributions of Allport, Maslow, Erikson and Fowler"; "Dabrowski and Positive Disintergration Theory"; "What Is Morality?"; "What Does Religion Have to Do with Morality?"; "Theories of Justification"; "Objectivity of Values"; "The Ethics of Aesthetics--The Aesthetics of Ethics"; and "The Ways of Moral Education." An eight-page list of references concludes the document. (TRS)

ED 272 423 SO 017 363

Blankenship, Glen; And Others
The United States and Canada: A Common Heritage, a Shared Future.
PUB DATE- Jan 86
NOTE- 132p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Canada Natives; Comparative Education; *Cultural Education; *Cultural Interrelationships; Current Events; *Foreign Culture; *International Cooperation; International Relations; Lesson Plans; Multicultural Education; *North American History; Secondary Education; Units of Study
IDENTIFIERS- *Canada

Designed to familiarize students with Canada and how it compares and contrasts with the United States, this collection of 18 lessons is designed to be used in a variety of ways. The lessons may be used individually, infused as case studies into a variety of course topics or used as a complete unit. Each lesson is divided into six sections: lesson content/concepts; skill strand/s; objectives; materials; strategies; and teacher evaluation. The lessons are: Impressions of Canada; Canada in the World; Canada in North America; Canada the Nation; Canadian Population; Geographic Regions of Canada; Native Canadians; Canadian Explorers; People of Canada; Ethnic Groups in Canada; Canadian History; Symbols of Canada; Canadian Holidays; Metric System in Canada; Languages in Canada; Canada and U.S. Trade; Interdependence; and Acid Rain. The collection also includes three extensions: Current Events in Canadian Studies; Political Cartoons about Canada; and Canadian Government. (AG)

ED 272 439 SO 017 399

Metcalf, Fay; Edwards, Catherine
materials for Teaching about Europe: An Annotated Bibliography for Educators.
Atlantic Council of the United States, Washington, DC.
PUB DATE- May 86
NOTE- 69p.; Prepared for the Successor Generation Working Group.
AVAILABLE FROM- Atlantic Council of the United States, 1616 H Street N.W., Washington, DC 20006 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Area Studies; Diplomatic History; Economics; *Ethnicity; *European History; Foreign Countries; Foreign Policy; *Geography; Governmental Structure; International Relations; *International Studies; Modern History; Political Science; Secondary Education; Western Civilization; *World Affairs
IDENTIFIERS- *Europe

The Atlantic Council, in response to a need expressed by United States teachers for a guide to contemporary resources on Euorpe, commissioned this annotated bibliography limited to works in English which will serve as a stimulus to reflection by educators on how to more adequately present contemporary Europe and its values to United States students. The materials are placed into ten categories: Contemporary European Society: An Overview, European Politics, European Economics, Atlantic Relations, Europe and the World, European Geography and Travel, National Identity and Ethnic Diversity, European Culture and Communication, European History, and Teachers' Resources which include multimedia materials, periodical publications, and a list of organizations and embassies. (BZ)

ED 272 454 SP 027 688

Sears, James T.; And Others

A Longitudinal Study of a Demonstration Project Related to the Recruitment, Preparation and Retention of Highly Qualified Persons for the Teaching Profession: The Brackenridge Interns--The First Year.

PUB DATE- Mar 86
NOTE- 142p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Education; College School Cooperation; Elementary Secondary Education; Higher Education; *Internship Programs; *Preservice Teacher Education; Program Evaluation; Public Schools; *Student Attitudes
IDENTIFIERS- *Brackenridge Interns in Teaching; Texas; Trinity University TX

The Brackenridge Interns in Teaching (BIT) program was implemented at Trinity University (Texas) in 1984. The program consists of three components: (1) the academic curriculum of Trinity University; (2) a variety of practicum experiences in selected Bexar County public schools; and (3) a comprehensive community education progam. The academic curriculum features arts and letters, the humanities, the behavioral sciences, the natural sciences, and mathematics. Practicum experiences in the county schools involve observation of classes at levels from K-12 in different types of schools. The community awareness program exposes students to community problems, and provides opportunities to work with community leaders. After the BIT program, the interns will teach in the county schools for at least two years. During this period, they will work with Trinity faculty and public school personnel. There are currently 17 participants in the BIT program. This report presents an overview of the first year of the program. Data were collected by interviews, observations, and intern journals. Information is provided on: (1) interns' perceptions of the BIT program, of their group, and of their career choice; (2) results of the Self-directed Search, the Career Maturity Inventory, the Survey of Personal Values, and the Survey of Interpersonal Values. An interpretive essay is presented: "The First Year: Decisions, Transitions, and Visions." References are included. About half of the document consists of appendices, which contain the assessment instruments used in gathering data. (JD)

ED 272 470 SP 027 854

Katz, Lilian G.; Raths, James D.
Dispositional Goals for Teacher Education: Problems of Identification and Assessment.
PUB DATE- Jul 86
NOTE- 30p.; Paper presented at the World Assembly of the International Council on Education for Teaching (33rd, Kingston, Jamaica, July 20-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Educational Objectives; Higher Education; *Personality Traits; *Teacher Behavior; *Teacher Characteristics; Teacher Education; *Teacher Education Programs

It is proposed in this paper that the goals of teacher education programs should include not only the acquistion of knowledge and skills, but also a class of outcomes called "dispositions." A disposition is defined as an attribution which summarizes the trend of a teacher's actions across similar contexts. The construct is descriptive and classificatory rather than explanatory. For example, a teacher who uses praise in specific contexts and on many occasions might be attributed a "supportive disposition." Because of what is known about the relative stability of human behavior, the summary of the trends of a teacher's behavior, fundamentally descriptive, can also serve as a basis for predicting future trends of behavior. The proposal to include dispositions among the goals of teacher education is intended to focus upon behaviors of teachers related to teaching in the classroom. Arguments for this proposal include discussions on: (1) disposition versus habit and attitudes; (2) the potential benefits of dispositional goals; and (3) the potential risks of over-emphasizing skills. The discussions include noting the problems and difficulties of identification and assessment of dispositions and suggestions on overcoming these problems. (JD)

ED 272 487 SP 027 895

Lerch, Robert D.
Teacher Failure: Some Potential Causes.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; *Communication Skills; Elementary Secondary Education; *Failure; Personality Problems; *Teacher Attitudes; *Teacher Characteristics; *Teacher Dismissal; Work Attitudes

Principals of elementary and secondary schools in Idaho (N=246) responded to a questionnaire that asked them to identify some causes of teacher failure. The major problems leading to teachers being placed on probation or not having contracts renewed appeared to be in the areas of: (1) behavior management and student motivation; (2) personality and attitude; and (3) planning and communication. Prevalant among the principals' comments were observations on how the teacher worked with students, parents, and the school administration. In a discussion of the results, it is suggested that in teacher training there should be greater emphasis on interpersonal communication, planning, and classroom management skills. (JD)

ED 272 503 SP 027 924

Memory, David M.
Liberal Studies in Teacher Education.
Coalition of Teacher Education Programs.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Liberal Arts; *Preservice Teacher Education; *Program Improvement; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- Indiana

Following a brief review of recent studies on liberal education, the following key elements of a strong liberal arts component in a teacher education program are cited: (1) It focuses more on how one learns in the liberal arts than on specific knowledge to be learned, though it does teach knowledge; (2) The specific courses chosen to achieve the goals of the component vary from one student to another depending on each teacher candidate's prior educational background, abilities, interests, and area or areas of certification; (3) To encourage wise course selection, students are provided with a list of the knowledge and skills that they are expected to gain through the liberal studies component; (4) Faculty members are provided with a list of the knowledge and skills that teacher candidates are expected to gain through the liberal studies component to help in planning; (5) Before certification students demonstrate through a formal assessment that they have gained an acceptable proportion of the knowledge and skills listed; and (6) To ensure breadth of knowledge and skills, a sizable portion of each teacher candidate's baccalaureate program is composed of courses in the liberal arts. Four steps for introducing a strengthened liberal arts program into an institution are suggested. (JD)

ED 272 517 TM 860 297

Reckase, Mark D.
The Discriminating Power of Items that Measure More than One Dimension.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel an
Training Research Programs Office.
PUB DATE- Apr 86
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986). Page 15 is printed in small type.
CONTRACT- N00014-85-C-0241; NR153-531
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTORS- College Entrance Examinations; Difficulty Level; *Discriminant Analysis; Item Analysis; *Latent Trait Theory; Mathematical Models; Mathematics Tests; Measurement Techniques; Secondary Education; *Standardized Tests; *Statistical Data; Statistical Studies; *Test Items
IDENTIFIERS- Ability Parameters; *ACT Assessment; *Item Discrimination (Tests); Item Parameters; LOGIST Computer Program; Multidimensional Discrimination; Multidimensional Models; Two Parameter Model

The work presented in this paper defined conceptually the concepts of multidimensional discrimination and information, derived mathematical expressions for the concepts for a particular multidimensional item response theory (IRT) model, and applied the concepts to actual test data. Multidimensional discrimination was defined as a function of the slope of the item response surface in the direction specified by the multidimensional difficulty. For the multidimensional extension of the two-parameter logistic (MLPL) model, this definition resulted in a statistic that had the same relationship to multidimensional difficulty that "a" did to "b" for the unidimensional IRT models. This statistic was defined as the square root of the sum of squared a-parameters from the MLPL. Multidimensional information was defined by the same mathematical function as unidimensional information, but the directional derivative was substituted for the standard derivative in the numerator of the information expression. The use of the directional derivative resulted in an information measure that corresponded to a direction in ability space. The American College Testing Program's ACT Assessment Mathematics Usage Test was used to demonstrate the multidimensional discrimination and information. The multidimensional measures of item quality, item precision, and test precision provide tools to gain a better understanding of the measurement process. (PN)

ED 272 531 TM 860 444

Shanahan, Frank M.; Kantor, Jeffrey E.
Basic Navigator Battery: An Experimental Selection Composite for Undergraduate Navigator Training.
Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.
REPORT NO.- AFHRL-TR-86-3
PUB DATE- May 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; Higher Education; *Military Training; *Navigation; *Occupational Tests; *Predictive Validity; Predictor Variables; Regression (Statistics); *Student Attrition; *Test Reliability
IDENTIFIERS- *Air Force Officer Qualifying Test

High rates of attrition among students in Undergraduate Navigator Training (UNT) is a major concern for Air Training Command. The main objective of this research was to evaluate the Basic Navigator Battery (BNB), a multi-test experimental selection instrument, for its potential to increase the validity of the Air Force Officer Qualifying Test (AFOQT) in predicting attrition among students in UNT. Three selection models were evaluated against four UNT performance standards. The three models consisted of AFOQT Nav-Tech composite score only (Model I), AFOQT Nav-Tech composite score plus other AFOQT composite scores (Model II), and AFOQT Nav-Test composite score, other AFOQT composite scores and BNB subtest scores (Model III). The four measures of UNT performance were training outcome, average classroom lesson score, average simulator lesson score, and average flying lesson score. Model III was found to have the highest predictive accuracy for all four performance standards; it also identified more unqualified candidates. It was concluded that BNB is useful in reducing UNT attrition through improved selection. Further research is suggested for better estimates of the stability and the validity of the test. The specific findings are illustrated in eight tables. (JAZ)

ED 272 545 TM 860 461

Grant, W. Vance

An Elementary and Secondary School Statistics Program for the National Center for Education Statistics.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- Oct 85

NOTE- 9p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Data Collection; Dropout Characteristics; Educational Finance; Educational Quality; *Elementary Secondary Education; *National Surveys; Preschool Education; Private Schools; Public Schools; *Research Design; School Organization; Secondary School Curriculum; Special Education; *State Surveys; *Statistical Data; Teacher Characteristics

IDENTIFIERS- *National Center for Education Statistics

This paper presents a list of key items in the field of elementary and secondary education, statistics for which are frequently requested. Each item is followed by the date of the latest published or available National Center for Education Statistics (NCES) statistics. With the exception of Census data, all of these data should be collected by the NCES at the State level and later aggregated to provide national totals. Basic items should be collected annually and published in a report similar to "Fall Statistics of Public Elementary and Secondary Day Schools." A definitive report, using "Statistics of State Schools Systems" as a model, should be prepared biennially, providing a detailed statistical account of public education. Other survey items of secondary and tertiary importance are: (1) information for a directory of public school systems; (2) trends in public school finance; (3) private elementary and secondary schools; (4) offerings and enrollments in high school subjects; (5) surveys of preprimary enrollment; (6) special education for the handicapped and the gifted; (7) organizational structure of public and private elementary and secondary schools; (8) educational background and characteristics of teachers; (9) dropout characteristics; and (10) the quality of education. State departments of education can be used as the major source of statistics on these items. (JAZ)

ED 272 559 TM 860 475

Odden, Allan

Federal Collection of School Finance Data: New Needs for an Era of Education Reform.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- Oct 85

NOTE- 14p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Data Collection; *Educational Change; *Educational Finance; *Educational Policy; *Educational Resources; Elementary Secondary Education; Expenditures; *Human Resources; Sampling; School Districts; School Statistics; Time Management

IDENTIFIERS- National Center for Education Statistics

This paper analyzes data needs for policy purposes and is divided into three sections: (1) revenue and expenditure data; (2) human resources data; and (3) time and curriculum resources data. Federal data collection concerned with resources should identify the state as the unit of analysis, should broaden the definition of resources beyond revenues and expenditures to include people, time and curriculum, and should provide data on resource allocation and use within districts as well as resource distribution across districts. The National Center for Education Statistics (NCES) should continue to collect state aggregate revenue and expenditure data, and revenue and expenditure data for a representative sample of districts, where the sample is representative of each of the 50 states as well as the United States as a whole. More detailed data on human resources in the education system are needed not only because policy interest is forging a tighter connection between dollars and what they purchase, but also because interest in the human resource component of education is high. Time and curriculum are the other two categories of resources into which revenues are converted, and some aggregate data on these two variables are needed. (LMO)

ED 272 573 TM 860 489

Wilkinson, Louise Cherry

Assessing Students' Social and Communicative Competence in School.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 10p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Classroom Environment; *Classroom Research; *Communicative Competence (Languages); *Data Collection; Elementary Secondary Education; *Information Needs; *Interpersonal Competence; *Language Tests; Research Needs
IDENTIFIERS- National Center for Education Statistics

Two major areas are recommended in the redesign of the National Center for Education Statistics (NCES) data collection: assessment of social and communicative competence, and description of classroom processes. Social and communicative competence are important achievements of the school-age years and are heavily influenced by classroom experiences. Academic, social, and communicative achievements are interrelated. To expand descriptions of students' achievement and competence in the classrooms, a model is presented. The effective speaker, who is successful in communicating with others, receives appropriate responses to requests. Appropriate speakers have been found to produce effective responses and to have the highest achievement test scores in reading and mathematics. The communicative climate of the classroom may help to encourage individual differences in achievement. To measure social and communicative competence, direct classroom observation is suggested. One could assess social problem solving, effective communication, moral reasoning, understanding of social relationships, and self-concept. It is also important to observe communication in the small instructional classroom group: (1) conditions under which the student successfully requests and obtains information; (2) variety of attempts to obtain information; and (3) response when information is not obtained. Assessment of young children is encouraged. (GDC)

ED 272 587 UD 024 366

Suzuki, Bob H.
Socioeconomic Cultural Pluralism: Its Meaning for the Future and Education.
San Diego State Univ., Calif. National Origin Desegregation Assistance (Lau) Center.
PUB DATE- 84
NOTE- 36p.; In: Educational and Societal Futures: Meeting the Technological Demands of the 1990s. Proceedings of a Conference (Anaheim, California, April 28, 1983); see UD 024 362.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Pluralism; *Curriculum Development; Democracy; Educational Objectives; Educational Planning; Elementary Secondary Education; Futures (of Society); *International Studies; *Multicultural Education

Multicultural education is defined in this paper, and recommendations are presented for translating this definition into educational practice. The paper is divided into three major parts. In the first part, the historical background of the concept of multicultural education is described. Different theories of cultural pluralism are discussed and criticized on several grounds. A new "socioeconomic" ideal of cultural pluralism is described which involves the replacement of centralized bureaucracies, large corporations, and over-congested urban centers by a decentralized system of self-governing communities. This ideal society, it is argued, may be unrealizable, yet it can serve as the basis for conceptualizing multicultural education, which is defined as a multidisciplinary educational program providing multiple learning environments that properly match the widely varying academic, social, and linguistic needs of students. This section concludes by outlining student and teacher goals for realizing this definition. The second part of the paper lists guidelines for translating the conceptual framework into classroom practice in elementary and secondary schools. The third part of the paper discusses the relationship between multicultural education and international studies, and how to extend the framework for multicultural education to international studies. Guidelines are provided for developing a total curriculum (grades K-12) around the concepts of (1) democracy-equality, (2) cross-cultural understanding, (3) interdependence-global survival, and (4) socio-cultural change. (KH)

ED 272 601 UD 024 942

Bouvier, Leon F.; Martin, Philip

Population Change and California's Future. Alternative Projections.

Population Reference Bureau, Inc., Washington, D.C.

PUB DATE- 85

NOTE- 51p.; For the accompanying report and detailed tabular projections, see UD 024 940-941.

AVAILABLE FROM- Population Reference Bureau, Inc., Circulation Dept., P.O. Box 35012, Washington, DC 20013 ($10.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Asian Americans; Blacks; *Ethnic Groups; *Futures (of Society); Hispanic Americans; *Population Growth; *Population Trends; Statistical Distributions; Whites

IDENTIFIERS- *California; *Population Projections

This report is a follow-up to another, Population Change and California's Future, which presented projections of the population of different ethnic racial groups in California up to the year 2030. Two sets of statistics are presented in this report. The first set extends projections from the year 2030 to the year 2080. It is projected that population growth will continue and, if immigration levels remain fairly constant, Hispanics will surpass non-Hispanic whites to become the largest group in the State of California. The second set of statistics presents projections based on assumptions different from those used in the initial report. Projections are given for these groups: non-Hispanic Whites; Blacks; Hispanics; Chinese; Asian Indians; Filipinos; Japanese; Koreans; Southeast Asians; Vietnamese; Other Asians; and other groups. (KH)

ED 272 615 UD 025 018

Multicultural Bibliography: Kindergarten-Grade 8 Library Books.
San Diego County Office of Education, CA.
PUB DATE- 85
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indians; Asian Americans; Blacks; *Books; *Childrens Literature; Elementary Education; *Ethnic Groups; *Multicultural Education; Puerto Ricans; Reading Materials

This annotated bibliography includes approximately 375 elementary-level books on history, biography, folklore, fiction, poetry, arts and crafts, and contemporary life of Blacks, Native Americans, Pan Asian Americans, Puerto Ricans, and other ethnic groups. The books cited are deemed to be non-stereotyped and appropriate for developing a multicultural library in elementary schools. (KH)

ED 272 630 UD 025 038

Mayer, G. Roy
Constructive Discipline.
California State Univ., Los Angeles.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 7p.
GRANT- A4098713
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTORS- *Behavior Standards; *Discipline Policy; Elementary Secondary Education; *Policy Formation; Punishment; Reinforcement; Student Behavior; Student Participation

As complaints about the lack of discipline in schools increase, more educators are turning to student conduct codes as one component of a discipline program. In setting up an effective conduct code, the top priority should be clear communication of rules. To ensure this, all relevant parties--administrators, teachers, parents, and students--should be represented when schoolwide rules are being developed. At the classroom level, teachers and students should work together to create a code consisting of no more than five or six rules consistent with schoolwide policies. Behaviors can be dealt with in three ways: (1) reinforced; (2) dealt with using constructive alternatives to punishment; or (3) punished. Rules are not followed unless consequences are applied for complying with them and for violating them. However, if too many behaviors have punitive consequences, the punishment loses its effectiveness. At the same time, tangible reinforcements for rule-following behavior should be gradually phased out--so that such behavior will become a habit not dependent on reward. Selection of the actual consequences of bad behavior to be used in the classroom should involve student input and administrative approval, and must allow for individual student differences and promote equity. The discipline program should be reviewed and revised as necessary each year. (KH)

ED 272 645 UD 025 057

Research, Development, Dissemination, and Evaluation Program: Activity 2.4--Urban Education Project. Final Report.

Mid-Continent Regional Educational Lab., Inc., St. Louis, MO.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 30 Nov 85

NOTE- 91p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Activities; *Educational Research; Elementary Secondary Education; *Information Dissemination; Information Networks; *Research and Development; *Technical Assistance; *Urban Education

IDENTIFIERS- *Urban Education Network

This report summarizes the activities of the research, development, dissemination, and evaluation branch of the Urban Education Network between December 1, 1984, and November 30, 1985. The report is organized into three sections. The first discusses activities designed to foster the networking concept and to facilitate communications among network members. The second section lists information and technical assistance activities provided by the project to the network. The final section presents a chronological summary of events across the year. Appendices, which make up the bulk of the document, include the agendas and participants of Tri-Network meetings held throughout the year; a summary of 1985-86 Tri-Network priorities, and data collection forms. (KH)

ED 272 362 SE 046 690

Elementary Science: Grade 2.

Carroll County Public Schools, Westminster, Md.
PUB DATE- 85
NOTE- 161p.; Part of Carroll County Elementary Science Program. For related reports and curricula, for grades 1 and 3-5, see SE 046 687-689, SE 046 691-693.
AVAILABLE FROM- Gary E. Dunkleberger, Carroll County Public Schools, 55 North Court Street, Westminster, MD 21157. (Price $10.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Biology; Course Content; Curriculum Guides; Educational Resources; Elementary Education; *Elementary School Science; *Grade 2; Instructional Materials; Learning Modules; Lesson Plans; Physical Sciences; *Science Activities; Science Education; Units of Study
IDENTIFIERS- *Insects

This grade 2 science curriculum guide contains three activity units: (1) insects; (2) measuring; and (3) sink or float. Each unit contains a rationale, teacher background material, lesson plans, and lists of resources including books, audiovisual materials, resource persons, and science activity modules. The lesson plans list the science processes involved, content objectives, materials needed, teacher preparation required, time frame, group size, vocabulary, and procedures which include structuring questions. The appendices contain a laboratory report form, evaluation checklist, and an inservice evaluation. (JM)

ED 272 424 SO 017 365

Kimpton, Jeffrey
Public Education and the Arts: Linked by Necessity. Words of Note Series.
Music Educators National Conference, Reston, Va.
PUB DATE- 85
NOTE- 16p.; Reprinted with permission from "Design for Arts in Education," November/December 1984. For other publications in this series, see SO 017 366-368.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aesthetic Education; Art Education; *Competence; Curriculum Design; Curriculum Development; Elementary Secondary Education; *Fine Arts; Learning Strategies; *Music Education; Teacher Education Programs; Teaching Methods

This series is intended for music educators and features speeches and articles by leaders in music and arts education on a wide variety of current issues. The issue develops notions based on two core events: the teaching of music and the learning of music. Two major concepts are addressed: the identification of a realm of competence acceptable in a practicing music educator; and the construction of a balanced music curriculum. In addressing the topic, "What is a competent music educator?" the following areas are discussed: the entering college student; the teacher preparation curriculum in music education; literary and presentation skills; teaching a total music education program; and field experience. The remainder of the booklet answers the questions: What is the best way to identify competence? What degree of competency is deemed acceptable? and What is a balanced music curriculum? A selected list of Music Educators National Conference (MENC) publications is included (TRS).

Hylton, V. Wendell; Dumett, Leonie

Multiethnic/Multicultural Materials.

Virginia State Dept. of Education, Richmond. Div. of Technical Assistance for Equity in Education.

PUB DATE- Jul 86
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Pluralism; Elementary Secondary Education; *Ethnic Groups; *Ethnic Studies; Learning Activities; *Multicultural Education; Resource Materials; Units of Study

Designed to implement multiethnic awareness, this guide helps teachers develop a curriculum that will assist students in understanding the benefits of cultural diversity; appreciate ethnic contributions to the nation; develop respect and tolerance for differences in race, sex, and national origins; and increase the teachers' own appreciation of this diversity. Section 1 covers basic information on ethnicity, including definitions, characteristics that identify an ethnic group and hold it together, money used in different countries around the world, and immigration. A larger portion of the guide focuses on language, containing grammatical features of Black English, aspects of both Spanish and Chinese that cause problems for students learning English, and symbols used in all languages. Section 2 contains lesson plans on each of 20 different United States ethnic groups, including activities for all grade levels, representative literature, and listings of outstanding members of each minority group. Several types of indexes complete the guide, such as free and inexpensive materials, audio-visual materials, suggested literature, and a bibliography. (CBC)

ED 272 488 SP 027 898

Yeomans, Edward
When the Voice of the Teacher Is Heard in the Land.
North Dakota Study Group on Evaluation, Grand Forks.
SPONS. AGENCY- Rockefeller Bros. Fund, New York, N.Y.
PUB DATE- Feb 86

NOTE- 54p.
AVAILABLE FROM- North Dakota Study Group, Box 8158, University of North Dakota, Grand Forks, ND 58202 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational History; *Educational Improvement; Elementary Education; Summer Programs; *Teacher Attitudes; *Teacher Centers; Teacher Participation

This monograph presents an overview of educational reform and improvement from the perspective of the active, working teacher. A discussion is offered on the status of education from the period of 1896 to 1942. In this period, dominated by John Dewey, the philosophy of progressive education was implemented in many American schools. Descriptions are presented of the operation of experimental schools during this period, the courses they offered, the attitudes of their teachers, and the evaluation of their impact. Reform in English primary schools between the years 1945 and 1967 is considered in the second section. An essay "The Infant School Entity in England" by Lillian Weber is included in this section. The third section is devoted to a description of the development of the Greater Boston Teachers Center from 1968 to 1975. The final section contains selections from the notebook of Adelaide Sproul, who was an advisor at the Champlain School in Dorchester, Massachusetts. These notes offer observations on activities of the school, and on the teachers' methods of dealing with elementary children and handling their problems. (JD)

ED 272 602 UD 024 988

Theodore Roosevelt High School: Project TEACH, 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 38p.
GRANT- G00-842-5058
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Business Education; *Cambodians; Computer Literacy; *Counseling Services; *English (Second Language); High Schools; High School Students; *Hispanic Americans; Immigrants; Limited English Speaking; Native Language Instruction
IDENTIFIERS- New York (Bronx)

Project TEACH completed the first year of a three-year program serving 190 newly arrived limited English proficient (LEP) students from the Caribbean, Central America and Cambodia. Virtually all students belonged to low-income families and many had received little formal education in their native countries. The primary goal was to facilitate students' linguistic and cultural adjustment to U.S. society through counseling and English as a second language (ESL) instruction, while providing computer literacy and business training. A long-term goal is to use computers to assist instruction in all content areas. Two bilingual counselors and a bilingual family assistant helped students with academic, career-oriented, and personal problems. Staff development was accomplished through outside courses, in-service workshops and presentations and involvement in developing computer assisted curricula. Parent involvement was effected via night classes in ESL and high school equivalency preparation, parent-teacher conferences, Parent Advisory Council meetings and project-sponsored theatre trips. Student data indicate that: (1) students met English language development objectives; (2) Spanish-speaking students met native language development objectives; (3) students surpassed mathematics and computing objectives both semesters; (4) students met attendance objectives; and (5) mainstreaming objectives in the business/computer program were met. A summary of the report is included. (MCK)

ED 272 616 UD 025 020

Weatherley, Richard A.; And Others
National Problems, Local Solutions: Comprehensive Services for Pregnant and Parenting Adolescents.
Office of Adolescent Pregnancy Programs (PHS), Washington, DC.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, Md.
PUB DATE- 85
NOTE- 32p.
GRANT- APR-000908-02-0
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Community Services; *Delivery Systems; Early Parenthood; Economically Disadvantaged; *Federal Programs; *Pregnancy; Program Development; Secondary Education; *Social Services

Since 1978, Federal policy has sought to encourage the development of local comprehensive service programs for pregnant and parenting adolescents through demonstration grants, research, and dissemination of information about exemplary program models. The prevailing interventive model used is based on the development of local and comprehensive medical, social, and educational services. Material prerequisites for implementing the comprehensive services model include a pre-existing social welfare infrastructure, flexible funding sources, and support from State policies and funds. Managerial resources required include leadership, coordination, community acceptance, and political support. The consequences of this approach were assessed in a study of how local comprehensive programs were developed in ten communities in four States. The assessment found many of the prerequisites for program development to be lacking in many localities. Funding mechanisms exacerbate resource disparities among communities. A more effective Federal policy would seek to compensate for differences in local capacity, eliminate service gaps, support local planning and coordination, and give emphasis to prevention. (KH)

ED 272 646 UD 025 058

Characteristics of the Population Below the Poverty Level: 1984.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Jun 86

NOTE- 165p.; Tabular material and Appendix D contain small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- *Economic Factors; Educational Attainment; *Family Characteristics; Family Income; Family Structure; *Low Income Groups; *Population Trends; *Poverty; Race; Residential Patterns; Work Experience

This report presents detailed social and economic characteristics of the United States population below the poverty level in 1984 based on the March 1985 Current Population Survey. Poverty data are cross-classified by such characteristics as race, family relationship, type of residence, education, work experience, and type of income received. Estimates in the report were developed from two sample frames: one from the 1970 census, and the other from the 1980 census. General findings are described in a brief introduction, but the bulk of the report consists of statistical tables, organized into three groups: trends in poverty population, persons, and families. A major finding was that the poverty rate declined for both whites and blacks between 1983 and 1984. No statistically significant changes were recorded in the number or percent of Spanish-origin persons in poverty. Between 1983 and 1984, the total number of poor families declined as did the number of poor married-couple families. The number of persons below the poverty level and the poverty rate declined in the South and West Regions, while the Northeast and Midwest Regions did not experience any significant changes. The poverty rate for the South was 16.2 percent, higher than any other region. Four appendices consist of: definitions, explanation, and discussion of the comparability of data; description of the source and reliability of data; an analysis of the problem of underreporting of income; and facsimiles of the March 1985 current Population Survey questionnaires. (KH)

ED 272 348 RC 015 864

Gasque, Thomas J.
Indian Place Names in South Dakota.
PUB DATE- 86
NOTE- 10p.; In: Blakely, H.W., Comp. Papers of the Dakota History Conference (17th, Madison, SD, 1986). p731-739.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Culture; *American Indian History; *American Indian Languages; American Indians; Folk Culture; *Geographic Location; Geography; Legends; *Municipalities; Tribes
IDENTIFIERS- Lakota (Language); *Name Derivation; Sioux (Tribe); *South Dakota

A cursory examination of place names on a map of South Dakota does not reflect the important role that Indians have played in the state and their relation to the land framed by its borders. Only three towns with populations over 1,000 bear names that clearly come from Indian languages: Sioux Falls, Sisseton, and Yankton. The hostile relationship existing between white settlers and Indians in South Dakota from 1859-1890 when most of the names which have gained official status were assigned by whites may account, in part, for the lack of Indian names. However, a closer examination of the names of smaller towns reveals a fascinating variety of documentation and folklore tracing back to a rich heritage of Sioux Indian influence. Interesting details surround the towns of Huron, Iroquois, Seneca, Onida, Pukwana, Kodoka, Oacoma, Oglala, Wasta, and Wakonda. Place names that are translations of Indian words form a longer list, but it is difficult to ascertain which are actually translations and which are descriptive labels that would be natural in any language. Place names falling into this group include Black Hills, Badlands, Vermillion River, and Wounded Knee. (NEC)

ED 272 378 SE 046 869

Sealey, Jean
Curriculum Development Projects of the Sixties. R&D Interpretation Service Bulletin. Science.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 7p.
AVAILABLE FROM- Appalachia Educational Laboratory, 1031 Quarrier Street, P.O. Box 1348, Charleston, WV 25325.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- *Curriculum Evaluation; *Educational Objectives; Elementary School Science; *Elementary Secondary Education; Instructional Improvement; *Science Curriculum; Science Education; *Science Education History; Science Instruction; Science Programs; *Secondary School Science

The reform movement in science education as characterized by the development of new science curricula in the 1960s is analyzed in this information bulletin. An overview of the historical context and the financial extent of the movement is presented. Perspectives on the curricula are offered in a question format. The questions include: (1) what did we learn? (reviewing gains and criticisms associated with the new curricula); (2) how were they different? (enumerating the common characteristics of the new and traditional curricula); and (3) what are the implications for today? (listing recommendations for the improvement of science education). The goals of science education in the 1960s are compared and contrasted to the goals of the 1980s and beyond. A summary statement of the goals of science education and a checklist for assessing whether the goals are reflected in classroom practices are also included. Biology topics and goals are offered as examples. (ML)

ED 272 393 SE 046 888

Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.
Investigations in Science Education. Volume 12, Number 3.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
PUB DATE- 86
NOTE- 65p.
AVAILABLE FROM- Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription $8.00; $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; College Science; Curiosity; Demonstrations (Educational); *Diagnostic Teaching; Elementary School Science; Elementary Secondary Education; Genetics; Higher Education; *Instructional Improvement; Pacing; *Problem Solving; Science Education; *Science Instruction; Secondary School Science; Student Attitudes; *Teaching Methods
IDENTIFIERS- *Science Education Research

Abstracts and abstractors' critiques of six science education research studies and two responses to critiques are presented in this journal issue. Each of the studies addressed some aspect of instruction. Areas investigated include: (1) the effects of teacher-demonstration as compared to those of self-paced instruction on student achievement; (2) use of a teachers' self-report form for the study of classroom transactions; (3) effectiveness of diagnostic-remedial instruction; (4) relationships among elementary school students' interest in science, attitudes toward science, and reactive curiosity; (5) methods employed in solving high school genetics problems; and (6) the effect of instructional intervention to teach sixth grade students experimental problem solving. Responses to critiques on the studies of the teachers' self-report form and experimental problem solving conclude this issue. (ML)

ED 272 408 SO 017 316

Beamer, Catharine, Comp.
Women's History: Re-Focusing the Past. A Selective Bibliography of Books at Mt. San Antonio College Library.
PUB DATE- Mar 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Biographies; *Employed Women; Females; *Feminism; Labor Force; Nontraditional Occupations; Sex Bias; Sex Discrimination; *Sex Role; Sex Stereotypes; *United States History; Womens Education; *Womens Studies
IDENTIFIERS- *Mount San Antonio College CA

A bibliography of sources on women and American history at the Mt. San Antonio College Library (Walnut, California) has been compiled. It has five sections: (1) general history (works reflecting the contributions of women as historians as well as portraying their roles in the history of the United States from the early colonial days to the present); (2) the West (works concerned with the visions of new lives of ordinary men and women who left the eastern cities to build their homes in the wilderness); (3) collected biographies of women both famous and obscure, which illustrate the general trends and directions of women's lives during particular eras in our history; (4) suffrage and feminism (works on the history of the feminist movement from the early suffragettes to the view of equal rights that is still pursued today); (5) work and employment (selections illustrating women's effect on the work force and the economy of the country and employment's effect on the women and their families.) (BZ)

ED 272 455 SP 027 772

Southern's Ongoing Support (SOS) Plan for First Year Teacher Education Graduates.

Missouri Southern State Coll., Joplin.

PUB DATE- 27 Mar 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Helping Relationship; Higher Education; *Inservice Teacher Education; *Student College Relationship; *Teacher Improvement
IDENTIFIERS- Southerns Ongoing Support

Southern's Ongoing Support (SOS) plan, developed at Missouri Southern State College, is described. This plan provides educational assistance and expertise to any first year teacher education graduate who believes help is needed in an area identified by the college as a specialty area objective. Assistance may also be requested by the employing principal. In response to a request for assistance, the college will assign a faculty member, or a team of faculty, to work with the first year teacher in the requested areas of assistance and will provide subsequent inservice activities. A list of the specified objectives for elementary, secondary, and special education majors is appended. (JD)

Hardy, Stephen
Sport Management Curriculums: The Need for a Business Orientation.
PUB DATE- 8 Apr 86
NOTE- 16p.; Paper presented at the National Symposium on Graduate Study in Physical Education (Cincinnati, OH, April 8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Business Administration; *Business Education; *College Athletics; Higher Education; Professional Education
IDENTIFIERS- *Sport Management

The college level sport management curriculum must go beyond the level of providing technical competencies--it must also orient graduates to using competencies in the fulfillment of management tasks. The sport management curriculum should also emphasize the unusual and sometimes unique aspects of managing a sport organization. Sport should be studied in relation to other industries. An ideal curriculum revolves around four components of knowledge: (1) core knowledge; (2) functional applications across segments; (3) supplemental electives; and (4) segment specializations, including internships. Graduate level sport management curricula should produce managers and not entry level technicians. (CB)

ED 272 504 SP 027 925

Warren, Stanley
Minorities in Teacher Education.
Coalition of Teacher Education Programs.
PUB DATE- 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alumni Associations; *Declining Enrollment; Economically Disadvantaged; Higher Education; *Minority Groups; *Preservice Teacher Education; Student Financial Aid

A discussion is presented on the problem of declining minority enrollment in higher education, and in particular, teacher education. Poverty is cited as a major factor in decreasing college attendance on the part of minority students. The pressure to raise admission standards and the use of the National Teacher Examiniation to determine whether a teacher education graduate will be certified are also cited as contributing factors to the decline of minority teacher education students. Survey results on the status of black teacher education candidates in Indiana are presented as well as responses from institutions around the country about the declining presence of minorities in higher education generally and teacher education specifically. Suggestions on possible solutions to the problem include encouraging active involvement of minority alumni groups. (JD)

ED 272 532 TM 860 445

Cobern, William W.
A BASIC Microcomputer Program for Estimating Test Reliability.
PUB DATE- 23 May 86
NOTE- 35p.
AVAILABLE FROM- To obtain copies of the computer program send a MS-DOS formated disk to William W. Cobern, Education Dept. Compute Lab, Austin College, Sherman, Texas 75090.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Software; Difficulty Level; Educational Research; Equations (Mathematics); *Estimation (Mathematics); Item Analysis; *Mathematical Models; *Microcomputers; Test Items; *Test Reliability
IDENTIFIERS- BASIC Programing Language; *Kuder Richardson Reliabilit Formulas; *Split Half Test Reliability; Statistical Packages

This computer program, written in BASIC, performs three different calculations of test reliability: (1) the Kuder-Richardson method; (2); the "common split-half" method; and (3) the Rulon-Guttman split-half method. The program reads sequential access data files for microcomputers that have been set up by statistical packages such as STATPAC. The program is written in MS-DOS BASIC and is intended for use on IBM microcomputers and compatibles. Some of the program's statements may be changed for use on an Apple IIe microcomputer. The bulk of this document contains the main menu program; program flow charts and statements; and lists of variables, arrays, and notations. (GDC)

ED 272 546 TM 860 462

Hannaway, Jane

Two Suggestions for NCES Data Collection.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jul 85
NOTE- 15p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
CONTRACT- NIE-P-85-9539
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Administrator Role; *Data Collection; Educational Change; Elementary Secondary Education; *Evaluation Methods; *Information Needs; Performance Factors; Private Schools; Public Schools; *School Administration; *School Personnel; School Surveys; Student Characteristics; Time Managemen
IDENTIFIERS- National Center for Education Statistics

Two major concerns should be considered as the federal effort to collect educational data is redesigned. The concerns involve the roles performed by school personnel and the effect of student characteristics on achievement. Obtaining accurate measures of school district personnel--how many, what type, and what they do--is difficult. However, measures of this type of process, particularly administrative efforts, are important. In general, educational institutions tend to respond in symbolic ways to community needs--by hiring a director of evaluation, for example--but in ways that have very little effect on the actual productivity of a system. It is important to observe administrative effort during times of reform or declining enrollments. Improvements are also needed in the categories used to collect data on school personnel and in the ways in which school staff really spend their time. As for the comparison of private and public schools, data collection has previously focused on students' output, or achievement. Research efforts should examine whether public and private school families are different before entering private schools, or whether the choice of private schooling fosters certain attitudes, values, and behavior. (GDC)

ED 272 560 TM 860 476

Peterson, Penelope L.
The Elementary/Secondary Redesign Project: Assessing the Condition of Education in the Next Decade.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 17p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Research; *Data Collection; Educational Assessment; Elementary Secondary Education; Institutional Cooperation; *Microcomputers; *Research Design; *Research Needs; *Teaching Conditions; *Time on Task
IDENTIFIERS- National Assessment of Educational Progress; *National Center for Education Statistics

To assess the condition of American education in the next decade, the National Center for Education Statistics (NCES) should focus on collecting data in the following major areas: (1) the quality and quantity of time that is allocated to various activities in the classroom; (2) the concerns of teachers, including their working conditions and time spent on various activities; and (3) micro-computer usage in the schools and student engaged time in activities broken down by content of activity and by sex, race, and socioeconomic status of the user. The relevance, technical quality and utility of the data could be improved by collaborating with other large organizations, such as several of the Educational Research and Development Centers that will soon be funded by the National Institute of Education (NIE). NCES might collaborate with the following Centers: (1) NIE Center on Teacher Quality and Effectiveness to gather data from the teachers' perspective on working conditions and factors that affect teachers' decisions; (2) NIE Center on Student Testing, Evaluation, and Standards to develop and refine tests that measure higher level cognitive skills; and (3) NIE Centers on Effective Elementary Schools and Effective Secondary Schools to collect time and observational data on what students are actually doing and learning in classrooms. (JAZ)

ED 272 574 TM 860 490

Elementary/Secondary Education Data Redesign Project: Letters, Comments, Reactions from Organizations and Agencies.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 156p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Data Collection; *Educational Assessment; Educational Needs; *Educational Policy; *Educational Quality; Elementary Secondary Education; *Research Needs; Research Problems
IDENTIFIERS- *National Center for Education Statistics

The following organizations and agencies sent their suggestions and comments on the National Center for Education Statistics (NCES) Elementary/Secondary Education Data Redesign Project: American Association for Counseling and Development, American Association of Colleges for Teacher Education, American Library Association, Indiana University, School of Public Affairs, Association of American Publishers, Association of Teacher Educators, Council of Chief State School Officers, Council of State Governments, Educational Testing Service, Lutheran Church-Missouri Synod, National Center for Research in Vocational Education, National Education Association, National Governors' Association, National School Boards Association, Rural Education Association, State Higher Education Executive Officers, Equal Employment Opportunity Commission, National Science Foundation, and Office of the Assistant Secretary of Defense (Force Management and Personnel). Eleven of the organizations and agencies sent letters and the rest provided their comments in papers prepared by individuals. Topics discussed include research needs and problems; collection of data on different levels and types of education and their relevance, quality and utility; and improvement of the utility of NCES statistics in policy studies. (JAZ)

Tsuchida, Nobuya, Ed.
Issues in Asian and Pacific American Education.
National Association for Asian and Pacific American Education, Berkeley, Calif.
PUB DATE- 86
NOTE- 76p.
AVAILABLE FROM- Asian/Pacific American Learning Resource Center, University of Minnesota, 306 Walter Library, 117 Pleasant Street, S.E., Minneapolis, MN 55455 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adult Education; *Asian Americans; Elementary Secondary Education; *Equal Education; *Limited English Speaking; Minority Groups; *Pacific Americans; Second Language Learning; Special Education; Teacher Education
IDENTIFIERS- Asian American Literature

The six papers collected in this report were originally presented at a conference on Asian and Pacific education held in 1984. The papers deal with such topics as: the relationship between educational attainment and economic status; training programs designed for teachers and staff working with limited English speaking Asian students; effective mathematics curriculum and instruction for immigrant students; innovative strategies for second language learning; traditional pedagogical philosophy prejudicial to minority education; and teaching and reading Asian American literature not as nonfictional data but as literature. Paper titles (and their authors) are: (1) "The Educational Status of Asian Americans: An Update from the 1980 Census" (Stephen H. Kan and William T. Liu); (2) "Assessment of Limited English Proficient Children with Special Needs" (Vicki Siegel and Linda Halog); (3) "Johnny Can Add, But What Else?" (Sau-Lim Tsang); (4) "English Standard Schools: A Policy Analysis: (Amy Agbayani and David Takeuchi); (5) "Adult Learning Experience Journals: An Aid to Successful Teaching of a Second Language" (Teresita V. Ramos); and (6) "First Generations in Asian American Literature: As Viewed in Some Second Generation Works" (Stephen H. Sumida). (KH)

ED 272 518 TM 860 401

Livingston, Samuel A.
The MAPS Placement Research Service.
PUB DATE- Apr 86
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 17-20, 1986). Sample report contains small type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Ability; *College Admission; College Entrance Examinations; Higher Education; *Predictive Measurement; Predictor Variables; Sample Size; *Screening Tests; *Student Placement; Tables (Data); Test Results; *Test Use
IDENTIFIERS- MAPS Placement Research Service; Smoothing Methods

This paper describes the Multiple Assessment Programs and Services (MAPS) Placement Research Service. Students entering nonselective colleges show a wide range of ability. The College Board offers these colleges a number of tests of reading, writing, and mathematics skills for use in placing students appropriately. The MAPS Placement Research Service is a new service available to colleges that use these tests. The service analyzes test score and criterion data supplied by the college and produces a report based on the data. The college can use the information to establish decision rules for placing students into courses or to counsel individual students in their selection of courses. The MAP Placement Research Service report consists entirely of tables, is organized by groups of students, and includes the score distributions of all predictors and criteria and the intercorrelations of all predictors and criteria in each group of students. The user can request a series of detailed analyses of the relationship between particular predictors and criteria. For each

analysis, the user specifies the group of students, the predictor or predictors, and the criterion measure. Tables, smoothing procedures, and sample sizes are discussed. A sample MAPS Placement Research Service Report is appended. (PN)

ED 272 588 UD 024 367

Groff, Linda J.

The Information and Synergetics Revolution: Implications for Educational Leadership Change.

San Diego State Univ., Calif. National Origin Desegregation Assistance (Lau) Center.

PUB DATE- 84
NOTE- 26p.; In: Educational and Societal Futures: Meeting the Technological Demands of the 1990s. Proceedings of a Conference (Anaheim, California, April 28, 1983); see UD 024 362.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communications; Computer Science Education; *Educational Change; *Educational Objectives; Educational Policy; Elementary Secondary Education; Equal Education; *Futures (of Society); School Role; Social Change; Technological Advancement; Telecommunications
IDENTIFIERS- *Information Society; *Post Industrial Society

The institutions of the United States (and the developed world in general) are currently in a state of crisis. This is particularly true for educational institutions. As society shifts from an industrial era to a post-industrial, information era, the dominant world view is changing from one of segmentation and stasis to one that is holistic, synergistic, and dynamic, and in which the world is seen as constructed of interdependent systems. At present, one of the greatest sources of revolutionary change is occurring in the fields of computers, telecommunications, and information. However, at the same time that humans are becoming more globally interdependent, the information revolution is facilitating decentralization and diversification of society in the areas of work, education, and entertainment. Teachers must become aware of the full implications of the information revolution, and must ensure that everyone is given access. Further, educators must adapt their institutions to emphasize synthesis and to accept interdisciplinary study to a greater degree. Education must address the "whole" person, all the aspects of an individual's being, as well as the whole planet and our collective humanity. If traditional institutions do not adapt to the massive changes society is undergoing, then counterorganizations and institutions which are willing to experiment with new models and programs will arise to replace them. (KH)

ED 272 363 SE 046 691

Elementary Science: Grade 3. Working Copy.
Carroll County Public Schools, Westminster, Md.
PUB DATE- 85
NOTE- 155p.; Part of Carroll County Elementary Science Program. For related reports and curricula for grades 1-2 and 4-5, see SE 046 687-690, SE 046 692-693.
AVAILABLE FROM- Gary E. Dunkleberger, Carroll County Public Schools, 55 North Court Street, Westminster, MD 21157. (Price $10.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Botany; Course Content; Curriculum Guides; Educational Resources; Elementary Education; *Elementary School Science; *Grade 3; Instructional Materials; Learning Modules; Lesson Plans; Measurement; Physical Sciences; Plant Growth; Process Education; *Science Activities; Science Education; Skill Development; Units of Study

This grade 3 science curriculum guide contains three activity units: (1) measurement; (2) flight; and (3) plants. Each unit contains a letter introducing the unit to parents, teacher background, unit vocabulary, and lesson plans. The lesson plans list the science processes involved, content objectives, materials required, time frame, group size, vocabulary, lesson procedures including structuring questions, and evaluation procedures. The appendices contain a more detailed lesson plan for the introductory unit, laboratory report form, student evaluation checklist, and an inservice evaluation. (JM)

ED 272 409 SO 017 319

Maxcy, Spencer J.
The Generation of Social Education Knowledge and the Problem of Relativism.
PUB DATE- 16 Apr 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; *Epistemology; Liberalism; *Marxian Analysis; *Metacognition; Naturalism; *Phenomenology; *Social Science Research

What is deemed to be socially relevant knowledge as it comes from social educational theorists and inquirers is not a singular conception. The prevailing notion that only pluralistic and relativist, or positivist epistemological concepts of truth adequately capture social education inquiry and products, and that claims to human action based on "soft" or "fuzzy" qualitatively-driven bases are illicit, is clearly wrong headed. What is required is a new view of conceptual schemes and frameworks that does not run the risk of either positivistic metaphysics or vicious relativism. It is argued that a meta-theory of social education inquiry that is neither absolutist nor foundational in the traditional meanings of these terms, together with an attendant conception of what is socially useful knowledge, is capable of being constructed and followed in practice. However, this new view must grow from more sophisticated assumptions regarding what counts as wisdom rather than knowledge, who ought to inquire, and which tools of the inquiry processes are most instrumental to the generation of such wisdom, as well as what ends are appropriate for social education. (BZ)

ED 272 425 SO 017 366

Hoffman, Mary E.
Teacher Competence and the Balanced Music Curriculum. Words of Note Series.
Music Educators National Conference, Reston, Va.
PUB DATE- Feb 85
NOTE- 18p.; Based on a paper presented at the Texas Music Educators Conference (San Antonio, TX, February 1985). For other publications in this series, see SO 017 365-368.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Art Education; *Competence; Curriculum Design; *Educational Needs; Educational Objectives; Educational Opportunities; Elementary Secondary Education; *Fine Arts; *Music Education; Relevance (Education)
IDENTIFIERS- Artists in Schools Program; Arts for the Basic Curriculum

This series is intended for music educators and features speeches and articles by leaders in music and arts education on a wide variety of current issues. This publication deals with defending the role of arts education in the public schools and recognizing important issues involved with the quality of present instruction. It warns of the consequences resulting from the trend to view the primary function of the school as providing only basic educational programs, which, among other things, would relegate arts education to out-of-school programs at best. The argument contends that the primary reason for arts education is to help all students become knowledgeable about the arts, which could be accomplished with occasional visiting artists programs. However, the need for structure, sequence, and regular participation necessitates that arts education be based in the school for success. The booklet also discusses the implication that there is a serious imbalance in many music curricular offerings, and several contributing factors are cited. The issue concludes by advocating different kinds of music course offerings that include performing, descriptive analysis, and composing. The paper also includes a selected list of Music Educators National Conference (NEMC) publications. (TRS)

ED 272 441 SO 017 411

Cook, Philip R., Jr.
Sub-Saharan Africa and the United States. United States Department of State Discussion Paper.
Department of State, Washington, D.C.
PUB DATE- Dec 85
NOTE- 51p.; Photographs may not reproduce well and data tables are printed on colored backgrounds.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Diplomatic History; Economics; Foreign Countries; *Foreign Policy; Government Role; *Human Geography; *International Education; International Programs; *International Relations; International Trade; Nationalism; Peace; *World Affairs; *World Geography
IDENTIFIERS- *Africa (Sub Sahara); Foreign Aid; Foreign Intervention; United States

Intended to provide background for study and discussion, this publication gives updated information on development in sub-Saharan Africa and provides a basis for understanding U.S. policy toward this vital region. The strengths, problems, politics, natural resources, and language and ethnolinguistic groups of this area of the world and the international and regional organizations active here are discussed in detail. Extensive data tables include information on the population, culture, education, labor force, imports, exports, estimated U.S. economic assistance, date of independence, type of government, and chief of state and/or head of government for each of the 46 independent countries south of the Sahara. The 55-item bibliography is divided into three sections: reference and introductory material, historical and cultural background, and contemporary sub-Saharan Africa. (AA)

ED 272 456 SP 027 773

Zeichner, Kenneth M.
Teacher Induction Practices in the United States and Great Britain.
PUB DATE- Apr 79
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April, 1979).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Inservice Teacher Education; Mentors; *Program Evaluation; Teacher Improvement; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction; England; United States

This paper examines beginning teacher induction programs in both the United States and Great Britain. Descriptions are given of the scope and activities in 11 selected programs in the United States: (1) the NASSP Project; (2) Washington State; (3) Oswego, New York; (4) Hawaii; (5) Wheeling, Illinois; (6) Wilmette, Illinois; (7) New York City; (8) South Texas; (9) Washington, D.C.; (10) Salem, New Hampshire; and (11) Alabama. The major elements in these programs are: (1) released time for beginning teachers; (2) an experienced teacher mentor; (3) released time for mentors; (4) supervisory training for mentors; and (5) instructional contact with university personnel. A discussion is presented on the results of evaluations of the programs. Five classes of variables were included in the evaluations: (1) user satisfaction and extent of program implementation; (2) teacher turnover; (3) teacher performance; (4) teacher attitudes and morale; and (5) pupil performances and attitudes. A description is presented of the Teacher Induction Pilot Scheme (TIPS) which was implemented in the urban districts of Liverpool and Northumberland in England. A five-page bibliography is included. (JD)

ED 272 472 SP 027 856

Katz, Lilian G.
Conflicting Demands in the Role of Supervisor of Teaching Practice.
PUB DATE- Jul 86
NOTE- 22p.; Paper presented at the Conference on Teaching Practice and Supervision in Primary Schools (Cheltenham, England, July 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrator Role; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Skill Development; *Student Teacher Evaluation; *Student Teacher Supervisors; Student Teaching; *Supervisors; *Teacher Student Relationship; Teaching Conditions; Time Management

In examining the role and responsibilities of the student teacher supervisor, the following demands, or constraints inherent in the job are discussed: (1) the content, skills, and dispositions students are expected to acquire and strengthen, and the aims and objectives the supervisor wishes to set; (2) the level of mastery and competence the supervisor expects students to attain; (3) the affective quality of supervision, student relationships the supervisor intends to establish and maintain, and the feelings within the students the supervisor intends to engender; (4) assessment, grading, marking or other types of evaluation of students' performance in teacher practice and the amount and type of feedback given to students with respect to their own performance; (5) the characteristics of the teaching, classroom and school situation in which students' teaching practice occurs; and (6) the allocation of time for teaching practice and the whole course. It is pointed out that these demands often conflict with each other and not all of them can be satisfied at the same time. Suggestions are made for further research on student teacher supervisors. (JD)

ED 272 489 SP 027 899

Peseau, Bruce A.
Funding and Academic Production of Teacher Education in State Universities and Land-Grant Colleges. 77 Universities, 1984-1985. Eighth Annual Study.
SPONS. AGENCY- Association of Colleges and Schools of Education in State Universities and Land-Grant Colleges.
PUB DATE- Jan 86
NOTE- 167p.; Tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Numerical/Quant[illegible]ive Data (110) Tests, Questionnaires, Evaluation Instruments (16[illegible]

DESCRIPTORS- *Budg[illegible] Class Size; Comparative Analysis; Higher Education; *Lan[illegible]nt Universities; Preservice Teacher Education; *Resource Alloc[illegible]; *State Universities; *Teacher Education Programs; Teach[illegible]udent Ratio

Data from teach[illegible]education programs in 77 public universities are analyzed in terms of the relationshp between their resources (e.g., faculty, secretaries, administrators, graduate assistants, operating and capital outlay funds) and their productivity. The data is broken down by academic year, summer sesssion, and 12-month appointments. Data also include credit hours produced, degrees awarded, tuition rates, and faculty salaries. Analyses are presented relating the resources of each program with what was produced (credit hours, degrees awarded, faculty-student ratios, class sizes, etc.). The cost per weighted credit hour, and per student academic year by degree level, shows that the teacher education programs in these universities continue to cost less for an undergraduate student than for a public school child. Suggestions are made for basic policy changes needed to improve teacher education, from adequate funding, to more reasonable student-faculty ratios and class size. The survey instrument and 68 data tables are included. The principal resource and productivity variables are shown in a series of 108 graphs, in which the responding universities are clustered by geographic region. (JD)

ED 272 505 SP 027 941

Tanner, David E.
Teacher Education and Academic Rigor.
PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; Aptitude Tests; *Education Majors; *Grades (Scholastic); Higher Education; *Predictor Variables; Preservice Teacher Education; *Teacher Education Programs

This study investigated the common assumption of non-rigor associated with teacher preparation programs. Specifically, the study attempted to answer the question: "Are high school grades, Scholastic Aptitude Test (SAT) scores, and college/university grades significant predictors of final grades in the teacher education classroom?" Forty junior-level elementary teacher preparation students at a university in the Southwest responded to a questionnaire asking for information about high school grades, SAT scores, and college grades. This information was categorized and a model was constructed to predict the final grades of a teacher education course the students were currently taking. At the conclusion of the course, the instructors provided final grades. The data indicated "top-heavy" grades in the education class; they also indicated that the respondents were better than average students in high school and at least average students in college. Changes in grades and SAT scores did significantly predict changes in the final grade of the course. Those students who reported relative success in the three predictor variables did well in the teacher education course, and those with lower grades and scores did less well in the course. (CB)

ED 272 533 TM 860 446

Brandes, Barbara
Academic Honesty: A Special Study of California Students.
California State Dept. of Education, Sacramento.
PUB DATE- 86
NOTE- 36p.

AVAILABLE FROM- Bureau of Publications, California State Department of Education, 721 Capitol Mall, P.O. Box 944272, Sacramento, CA 94244-2720 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Age Differences; *Cheating; Elementary Secondary Education; Grade 6; Grade 11; Predictor Variables; *Questionnaires; *Self Evaluation (Individuals); Sex Differences; *Student Attitudes; Student Behavior; Student Responsibility; *Teacher Attitudes; Values
IDENTIFIERS- California

A study was conducted in California to explore the extent of cheating, its relationship to personal and situational factors, and the actions of school personnel to promote academic honesty and responsibility. Questionnaires were completed by 1,037 sixth-graders, 2,265 secondary school students (mostly 11th-graders), and 109 school staff members. Forty-five elementary schools and 105 high schools were sampled, representing the lowest, middle, and highest scores on the California Assessment Program's mathematics tests. The three questionnaires are presented, with a summary of responses to each item. The results indicated that the reported incidence of cheating was much higher among high school students than sixth-graders. Sixth-graders most often reported copying on tests and plagiarizing. High school students reported use of crib notes and copying during tests. About 93 percent of high school students reported seeing other students cheating on tests more than once. More cheating was reported by students from high-scoring schools, and students with lower grades cheated more. School staff reporting that cheating was a significant problem included 41 percent of secondary school staff and 3 percent in elementary schools. Appendices include the questionnaires and percentile responses. (GDC)

ED 272 617 UD 025 021

Gillick, Maureen T.
Ethnography of the Worst Class Syndrome.
PUB DATE- 84
NOTE- 19p.; For a related document, see UD 025 022.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; *Discipline Problems; Elementary Education; Learning Problems; *Low Achievement; Remedial Reading; *Student Behavior; Teacher Student Relationship; *Teaching Conditions

An ethnographic study was conducted in an elementary school to test the theory that teacher's self-described "worst classes" were those with a predominance of remedial reading students. Predictions of worst classes were made upon the basis of the schedules of students in the school reading laboratory. Designated teachers were asked to identify, using criteria of their own choosing, which was their "worst" class. During interviews with the teachers, the theory was supported, but it seemed likely that the presence of a significant group of reluctant readers in a class was only one of several characteristics that made it teacher's "worst." Other common factors were found to be: (1) a higher ratio of male to females students; (2) a higher incidence of students from the lowest academic rank; (3) a large number of repeating students; (4) a large number of repeaters who are simultaneously taking two or more sequential courses in the same subject; and (5) class scheduled late in the day. The identification of patterns characteristic of "worst classes" can be useful in alleviating some of the teachers' problems. It becomes imperative, for instance, that a teacher be aware of the sequence of learning that a student, because of repeating the class, may be experiencing. Classes that build upon prior knowledge will suffer if they are taken concurrently. Moreover, simple scheduling changes can modify many of the "worst class" patterns. (KH)

ED 272 349 RC 015 865

Hurlburt, Graham; And Others

Study Habits and Attitudes of Indian Students: Implications for Counselor Involvement.

PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *American Indian Education; *Canada Natives; *Counseling Techniques; Counselor Role; Counselor Teacher Cooperation; Educational Counseling; Foreign Countries; *School Attitudes; School Counseling; School Counselors; School Guidance; Secondary Education; *Sex Differences; Student Attitudes; Student Behavior; *Study Habits; Study Skills
IDENTIFIERS- Canada; Cree (Tribe); *Manitoba; Saulteaux (Tribe); Survey of Study Habits and Attitudes

Study habits and attitudes of American Indian students were related to classroom achievement and classroom behaviors, and strategies for improving study skills and attitudes were discussed. The Survey of Study Habits and Attitudes Form H (SSHA) was administered to 160 American Indian students in grades 7 through 12 at a reserve school in Manitoba, Canada. Classroom achievement and behavior were measured by teacher ratings of student academic achievement, cooperation, and work habits. The SSHA was found to be valid and reliable for use with Indian students. Poor study habits and poor study attitudes, especially in the junior high school years and among boys, were found to be related to teacher ratings of lower achievement, less cooperation, and poorer work habits. Low scores on SSHA scales indicated needs for more Indian teachers and role models, relevance in school curriculum, and help with time management and study skills. Improved teacher referrals, better feedback to teachers about student needs, and use of the SSHA to identify students needing assistance were additional suggestions to counselors working to improve American Indian student achievement and to prevent American Indian students from dropping out. A 14-item list of references is appended. (LFL)

ED 272 379 SE 046 870

Sealey, Jean
Parent Support and Involvement. R&D Interpretation Service Bulletin. Science.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 7p.
AVAILABLE FROM- Appalachia Educational Laboratory, 1031 Quarrier Street, P.O. Box 1348, Charleston, WV 25325.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- Elementary Education; *Elementary School Science; Home Study; Instructional Improvement; Language Skills; *Learning Activities; Mathematics Education; *Parent Materials; *Parent Participation; *Parent Student Relationship; *Science Activities; Science Education; Science Instruction

Research suggests that students at all grade levels perform better in school when parents support teachers and become involved in the school's functioning. Surveys indicate that many parents want to help their children but do not know how. Offered are activities that can be shared with parents of elementary children. Suggestions for an activity file for reading, mathematics, and language arts are included. An insert on making and flying paper airplanes that highlights the forces that affect flight is provided and can be reproduced for student use. Brochures offering suggestions to parents for helping their children in school are also listed. (ML)

ED 272 394 SE 046 889

Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.
Investigations in Science Education. Volume 12, Number 4.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
PUB DATE- 86
NOTE- 75p.
AVAILABLE FROM- Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription $8.00; single copy $2.75).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Chemistry; *Cognitive Processes; College Science; Elementary Secondary Education; Genetics; Higher Education; *Learning Strategies; *Learning Theories; Logical Thinking; Models; Perception; Physical Sciences; Science Education; *Science Instruction; Secondary School Science; Self Concept; Sex Differences; *Student Attitudes
IDENTIFIERS- *Science Education Research

Abstracts and abstractors' critiques of eight science education research studies and two responses to critiques are presented in this journal issue. Each of the studies reviewed focused on a different research theme. Topics addressed include: (1) validation of a learning hierarchy for the mole concept; (2) transfer of learning with emphasis on models and procedures; (3) construct validity of the Longeot test of logical thinking; (4) proportional, probabilistic, and correlational reasoning; (5) relationships between self-concept and achievement of students in a college genetics course; (6) language preferences of freshmen college chemistry students; (7) student perceptions of science teachers, classes, and course content; and (8) effect of teacher gender on secondary students' perception of their science classroom learning environment. Responses to critiques on the studies of student perceptions and the effects of teacher gender conclude this issue. (ML)

ED 272 547 TM 860 463

Hardeman, Carole Hall
The Quest for Excellence/Pupil Self-Esteem.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 19 Jun 85
NOTE- 18p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Affective Objectives; *Data Collection; Elementary School Teachers; Elementary Secondary Education; Evaluation Needs; *Information Needs; Minority Group Children; Secondary School Teachers; *Self Esteem; Success; *Teacher Effectiveness; *Teacher Selection
IDENTIFIERS- Excellence; National Center for Education Statistics

Measurement needs of our nation's educational systems include the areas of student self-esteem and qualities of effective teachers. Student self-esteem is crucial in fostering academic achievement; in fact, some outstanding scientists and engineers have reported initially low self-esteem, but stressed the influence of a role model who provided encouragement. Ways to develop self-esteem and creativity in the classroom should be studied, including the effects of teachers' affective attributes and teaching behaviors. Further study of teacher qualities should consider the following areas: (1) desirable teacher characteristics and their impact on student achievement; (2) which of these qualities are essential for measurable academic achievement; (3) evaluation methods in nontraditional teaching situations; (4) measurement of teachers' affective attributes; (5) teachers' ability to define classroom objectives; (6) teachers' ability to facilitate excitement and motivation; and (7) the role of teachers who foster excellence with some students or some subjects but do not perform everything desired of the average teacher. (GDC)

ED 272 561 TM 860 477

Plisko, Valena White; And Others
Assessing National Data on Education.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 25p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Data Collection; Dropout Rate; *Educational Assessment; Educational Quality; *Educational Resources; Elementary Secondary Education; Equal Education; *Evaluation Needs; Higher Education; National Surveys; Preschool Education; *Research Needs
IDENTIFIERS- National Center for Education Statistics

This paper applies questions of coverage, quality and linkages to the current collection of national statistics on education at the preprimary, elementary/secondary, and higher education levels. The main questions raised at the preprimary level pertain to availability of programs, standards, and family-school interaction. At the elementary/secondary level, the policy debate revolves around questions relating to educational improvement, resources effectiveness, and equity. National data bases provide little help in answering these questions, and the quality of data varies. At the higher education level, data sources are considered as they pertain to student aid, efficiency, educational value, and role of higher education. The following recommendations are made for improving the national data: (1) eliminate low priority data items; (2) identify and fill information gaps on a priority basis in areas of major policy interest; (3) establish an office of quality control; (4) give highest priority to improving quality of elementary/secondary education data; (5) modernize procedures for data collection; (6) investigate the feasibility of linking the most costly data collection systems in the Department of Education; (7) initiate discussions with representatives of other agencies to coordinate data collection; (8) in developing questionnaires, consider those variables that have been shown to be most important to outcomes; (9) establish an education data bank to improve survey consistency across data bases and over time; and (10) keep expectations high. (JAZ)

ED 272 575 TM 860 491

Silverman, Leslie J., Ed.; Taeuber, Richard C., Ed.
Synthesis of Invited Papers: Elementary/Secondary Education Data Redesign Project. A Public Discussion Draft.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 140p.; For the invited papers and a companion document, see TM 860 450 and TM 860 492.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competency Based Education; *Data Collection; Educational Policy; Educational Technology; Elementary Secondary Education; Longitudinal Studies; *Outcomes of Education; *Research Design; *Research Methodology; *Research Needs
IDENTIFIERS- *National Center for Education Statistics

The National Center for Education Statistics (NCES) invited researchers, practitioners, and users to provide recommendations that would assist NCES in the redesign of its elementary and secondary education data program. This is a draft of the first of two volumes synthesizing the papers received by July 31, 1985. In Part I, Emerson J. Elliot, Administrator of NCES, introduces the Elementary Secondary Data Redesign Project and invites public participation. The six chapters of Part II combine the diverse concepts drawn from different papers into the following coherent units: (1) "Basic Data--Descriptive Statistics"; (2) "The Need for Process Data"; (3) "Educational Outcomes"; (4) Improving Our Understanding of the Relationship between Educational Inputs and Processes, and Educational Outcomes and Life Chances"; (5) Methodological, Technological and Technical Issues on Data Collection"; and (6) "Issues on the Functions and Activities of the National Center for Education Statistics." Part III provides the synthesizers' suggestions, based on the papers, on the following topics: consistency of definitions, cross-sectional and longitudinal studies, process data collection, competency-based curriculum, and ways of improving the quality of the data collection process, the use of new technologies, the need to acknowledge non-school learning, and the potential for reorganizing NCES and its new mission. Appendices include a list of authors of invited papers, comments and letters; guidelines for invited papers; and the Elementary/Secondary Education Data Acquisition Program of the NCES, May 1985. (JAZ)

Project PROBE, 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 24p.
GRANT- G00-820-2293
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Business Education; Computer Literacy; *Counseling Services; *English (Second Language); High Schools; High School Students; *Hispanic Americans; Immigrants; Limited English Speaking; Native Language Instruction; *Vietnamese
IDENTIFIERS- Chinese Bilingual Education Program NY; New York (Bronx); New York (Manhattan)

Project PROBE is a multi-site program located in two high schools. It is intended to increase career awareness among approximately 200 Hispanic students and 100 Chinese-speaking students through instruction in content areas, English as a second language (ESL), students' native language, and computer literacy, supplemented by enrichment resources and career guidance services. ESL/Americanization classes were also to be provided for students' parents. However, hiring problems resulted in only partial implementation of the project. A resource teacher and a paraprofessional were hired for one school in February, but a hiring freeze prevented staffing of the other site. Despite the problems, the administrations of both schools support the program and have allocated special rooms for the project's second year. At the one school where the project was implemented, project objectives were assessed in English language development, mathematics, science and social studies, and attendance. Student achievement data indicate that program objectives were met in English language development and attendance. Passing rates in content-area courses did not meet the program objective. Data were not available to assess Spanish language development. However, program students had very high passing rates in Spanish Language courses compared to citywide standards. (MCK)

ED 272 632 UD 025 040

Indice Bibliografico de Investigaciones Pedagogicas 1948-1968. Estudio y Tesis. Volumen I. (Bibliographic Index of Pedagogical Research, 1948-1968. Studies and Theses. Volume I.)

Puerto Rico Univ., Rio Piedras.

PUB DATE- 78
NOTE- 766p.; Volume II was not compiled due to a discontinuation of funding.
LANGUAGE- Spanish
EDRS Price - MF04/PC31 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Educational Administration; *Educational Research; *Elementary Secondary Education; *Higher Education; *Puerto Ricans; School Statistics
IDENTIFIERS- *Puerto Rico

This bibliography presents a comprehensive index of research from 1948 to 1968 on topics relating to Puerto Ricans and education. Included are studies from Puerto Rican, U.S. and European universities and research centers. The bibliography, which is divided into three separate books, is organized by subject: Part 1 cites literature on: administration and supervision, the visual arts and music; language arts and Spanish; science and mathematics; curriculum; methods of instruction; use of schooltime; educational opportunities; domestic education; adult and professional education; special education; and primary education. Part 2 cites literature on: rural education; secondary education, higher education; vocational education; English instruction in Puerto Rico; private schools; young children; adolescents; social studies; philosophy of education; and educational finance. Part 3 cites research on: the history of education in Puerto Rico; specialized education (e.g., audiovisual); educational legislation; masters of education; statistics and evaluation procedures; orientation; the physical structures of schools; educational psychology; health; and special school services in Puerto Rican public schools. (KH)

ED 272 364 SE 046 692

Elementary Science: Grade 4. Working Copy.
Carroll County Public Schools, Westminster, Md.
PUB DATE- 85
NOTE- 150p.; Part of Carroll County Elementary Science Program. For related reports and curricula for grades 1-3 and 5, see SE 046 687-691, SE 046 693.
AVAILABLE FROM- Gary E. Dunkleberger, Carroll County Public Schools, 55 North Court Street, Westminster, MD 21157. (Price $10.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Biology; Chemistry; Course Content; Curriculum Guides; Ecology; Educational Resources; Electricity; Elementary Education; *Elementary School Science; *Grade 4; Instructional Materials; Learning Modules; Lesson Plans; *Physical Sciences; Process Education; *Science Activities; Science Education; Skill Development; Units of Study

This grade 4 science curriculum guide contains three activity units: (1) communities; (2) electricity; and (3) chemistry. Each unit contains a unit overview, teacher background material, lesson plans, book list, and suggested resources. The lesson plans list the science processes involved, content objectives, materials needed, time frame, group size, and lesson procedures including structuring questions. The appendices contain a laboratory report form, audiovisual materials, resource center materials, and a student evaluation checklist. (JM)

ED 272 519 TM 860 424

Forbes, Dean W.
The Rasch Model as a Practical and Effective Procedure for Educational Measurement.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Symposium, "Taming the Rasch Tiger: Using Item Response Theory in Practical Educational Measurement," at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 17-20, 1986). For other symposium papers, see TM 860 425-428.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Adaptive Testing; Computer Assisted Testing; Elementary Secondary Education; *Item Banks; *Latent Trait Theory; Mathematical Models; Microcomputers; Standardized Tests; *Test Construction; *Test Items; *Test Theory
IDENTIFIERS- Calibration; Item Parameters; *Rasch Model

For many years personalization of achievement testing has been impossible in all but the simplest forms. Recently, item response theory (IRT), or latent trait theory, has emerged as a valuable tool which brings far greater flexibility to the process than had previously been possible. The single parameter Rasch Model, a mathematical model developed by George Rasch, has proven particularly useful in a number of instances in which it has been used. These situations range from individual school districts, through consortia of school districts, to governmental agencies. IRT makes possible the measurement of performance in relation to latent traits in a way which is especially appropriate to basic skills achievement testing in the public schools. Recent developments in microcomputer technology and the development of computer programs make it practical for the local school district to develop and calibrate files of items to meet its own testing needs. Calibrated item files are becoming more available for purchase by those potential users who would sooner not develop their own. The transition from item file to finished test is well within the scope of the local user. Available procedures range from the intensively clerical to the highly computerized and are well documented in readily available publications. (JAZ)

ED 272 589 UD 024 368

McCune, Shirley
Rethinking Educational Equity: Restructuring Education for an Information Society.
San Diego State Univ., Calif. National Origin Desegregation Assistance (Lau) Center.
PUB DATE- 84
NOTE- 34p.; In: Educational and Societal Futures: Meeting the Technological Demands of the 1990s. Proceedings of a Conference (Anaheim, California, April 28, 1983); see UD 024 362.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Finance; Educationally Disadvantaged; *Educational Policy; Elementary Secondary Education; *Equal Education; Futures (of Society); *Social Change; *State Departments of Education; State Programs; Technological Advancement
IDENTIFIERS- *Information Society

This paper presents guidelines for maintaining and extending educational opportunities in a society which is changing rapidly from one based on industry to one based on information and discusses the problems involved. Education, it is argued, must be restructured, the role of state policy and decision makers must be reconsidered, and a new set of educational equity issues must be addressed. The following six areas are examined: (1) the larger economic context for rethinking educational issues in general and educational equity issues in particular; (2) the societal context for restructuring educational systems; (3) areas for the restructuring of education (state goals, finance, educational personnel, assessment and evaluation programs, governance, outreach and decision-making structures, and special facilities, schools, and programs); (4) state roles which may be performed in the restructuring of education; (5) the use of strategic planning in restructuring the role of education; and (6) initiating an environmental strategic planning process. Throughout the paper, emphasis is placed on statewide planning activities; at the same time, it is acknowledged that the restructuring of public elementary and secondary education programs requires a national commitment and the active involvement of local and national leaders. (KH)

ED 272 618 UD 025 022

Gillick, Maureen T.

An Ethnography of Less Effective Teacher Behaviors as They Relate to the Worst Class Syndrome.

PUB DATE- 85
NOTE- 23p.; For a related document, see UD 025 021.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Discipline Problems; Elementary Education; Learning Problems; *Teacher Behavior; *Teacher Effectiveness; *Teacher Student Relationship

An ethnographic study was conducted in an elementary school in order to understand the relationship between teacher behavior and the environments of classes identified by teachers as their "worst." First, research on teacher behaviors was reviewed to identify a set of factors identifiable with effective and ineffective teaching. Ten dimensions of teacher behavior were identified: maintaining time on task; feedback; grouping; praise; questioning and wait time; structuring; student choice; warmth; task-oriented, business-like behavior; and teacher expectancy. Eleven classes described by teachers as their "worst class" were observed. The presence of less effective teacher behaviors in these classes was verified. The less effective behaviors occurring at the highest frequency were associated with these dimensions:

maintaining on-task behavior; warmth; task-oriented/business-like environment; and teacher expectancy. (KH)

ED 272 380 SE 046 872

McLean, Laura L.

Animal Communication and Its Cognitive Indications.

Kean Coll. of New Jersey, Union.
PUB DATE- 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Animal Behavior; Animals; *Behavior Patterns; *Cognitive Processes; *Cognitive Structures; Communication (Thought Transfer); *Ethology; Long Term Memory; Science Education; *Zoology

IDENTIFIERS- *Animal Communication

Various examples of communication in species ranging from bumble bees to dolphins are examined in this paper. Focus is directed to indications of the cognitive ability of each species. The signals of cognition include evidence of: adaptability to a new situation; long term memory; and the property of displacement. Most of the sources reviewed represented collections of ethological studies. Cognitive components were found in the majority of species investigated. Further explorations in the area of canine cognitive abilities are recommended. (Author/ML)

ED 272 410 SO 017 320

Leming, James S.
On the Normative Foundations of Economic Education.
PUB DATE- 18 Apr 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Cognitive Objectives; Concept Formation; Content Analysis; *Curriculum Development; Economics; *Economics Education; *Educational Attitudes; Educational Research; Epistemology; Relevance (Education); *Social Science Research;

Social Studies
IDENTIFIERS- *Normative Philosophy

The organization and argument of this paper on the status of economic education in American schools today are essentially summarized in four observations. They are that: (1) the current emphasis of economic education is overwhelmingly cognitive and focuses on increasing student knowledge and understanding of our economic system; (2) available evidence on the impact of cognitively oriented approaches to economic education suggests that they have no educationally significant influence on students' economic related attitudes, values, norms, dispositions, etc.; (3) it is increasingly apparent that attitudes and dispositions related to economic life are of importance to personal economic success, system maintenance, and vitality; and (4) if the above observations are correct, then one may conclude that there is a gaping hole at the heart of economic education that needs concerned attention. The body of the paper develops these points, suggests four interpretations regarding the significance of attitude changes resulting from economics curricula, and proposes two goals of economic education, one personal and one social. The paper concludes by presenting perspectives for understanding the dynamics of normative economic socialization in schools and discusses their implications in regard to the importance of an attitudinal dimension in the planning of curricula. References are included. (TRS)

ED 272 426 SO 017 367

Leonhard, Charles
A Realistic Rationale for Teaching Music. Words of Note Series.
Music Educators National Conference, Reston, Va.
PUB DATE- 85
NOTE- 16p.; For other publications in this series, see SO 017 365-368.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aesthetic Education; Curriculum Design; Educational Assessment; Educational Needs; Educational Objectives; Educational Opportunities; Elementary Secondary Education; Fine Arts; Learning Strategies; *Music Education; *Program Evaluation; Teaching Methods

This series is intended for music educators and features speeches and articles by leaders in music and arts education on a wide variety of current issues. This publication deals with the move of the music education profession to a position based on aesthetic considerations. The study of music structure and history must be encouraged to enhance appreciation of real music, which is the best material for music education. Establishing a realistic rationale to that end requires two tasks. First, a justification for the music program that is understandable and convincing to laypersons must be established. In this regard, eleven statements having to do with benefits of participating in a music program are cited and include engaging imagination and creativity, discovery of talent level, social participation preparation, self-confidence development, and direct effects on the school as a whole. Second, guidelines for organization and conduct of the music program consistent with its unique character of music and musical experience must be developed. Some caveats for the future and criteria for evaluation of the music program conclude the thoughts presented. The paper includes a selected list of Music Educators National Conference (MENC) publications. (TRS)

ED 272 442 SO 017 412

Thinking Skills: An Overview. Report of the Task Force on Thinking.
New Jersey Basic Skills Council, Trenton.
PUB DATE- 19 Mar 86
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Abstract Reasoning; *Academic Achievement; *Cognitive Development; Cognitive Objectives; *Critical Thinking; *Instructional Improvement; Secondary Education; *Teaching Methods
IDENTIFIERS- *Thinking Skills

Developed in response to deficiencies in verbal and quantitative skills demonstrated by students entering New Jersey colleges and taking the New Jersey Basic Skills Placement Test, this overview is designed to help interested educators orient themselves to the important and rapidly growing field of thinking skills instruction. The Task Force on Thinking offered the following findings and recommendations. (1) If the kinds of thinking necessary for academic success are to be developed, educational institutions will have to undertake a major effort to develop the skills themselves. The type of thinking emphasized in educational institutions is more abstract, critical, systematic, and precise than the thinking characteristic of most non-school environments; therefore, academic thinking must be taught. (2) The demand that educational institutions teach thinking skills will come not only from those concerned with academic performance but also from those concerned with economic performance and effective citizenship. While educators can expect little or no improvement in the thinking skills with which students enter school, they can expect demands from outside the educational system that students be proficient in those skills when graduated. (3) Teaching these skills can be done, but the methods for teaching them must take full cognizance of the considerable difficulties inherent in that task. (4) Recommendations are presented for those who make educational policy. (5) Recommendations are made for those who construct or select instructional materials. (6) Recommendations are given for classroom teachers. Five pages of references conclude the report. (AG)

ED 272 457 SP 027 809

Coley, Richard J.; Thorpe, Margaret E.
A Look at the MAT Model of Teacher Education and Its Graduates: Lessons for Today.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 85
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Internship Programs; *Masters Degrees; Preservice Teacher Education; *Program Effectiveness; Program Evaluation; Program Implementation; *Teacher Education Programs; *Teacher Recruitment

This study examined a group of Master of Arts in Teaching (MAT) programs to determine: (1) effectiveness in attracting academically able students; (2) the retention rate among MATs in teaching; and (3) what characteristics differentiate among the MATs' career choices. An assessment is given of the strengths and weaknesses of the MAT model. The MAT model appeared to be effective in attracting academically superior students. In regard to the retention in teaching and the factors that differentiated among career choices of MAT participants, the following topics are discussed: (1) who became a teacher; (2) background and training; (3) teaching experiences; (4) satisfaction with teaching?; (5) reasons for teaching; (6) reasons for leaving teaching; (7) reasons for not entering teaching; (8) other education careers. Findings indicated that the MAT model was successful in getting its graduates into teaching. A substantial number of MATs not currently teaching in the schools continue to play a role in education through such professions as adult education, administration, research, and private consulting. Some strengths and weaknesses of the MAT model are illustrated by examining information about the model's implementation and operation. Fifty endnotes provide documentation. Appendices which make up about half the document, consist of profiles of current MAT programs and 51 supporting data tables. (JD)

ED 272 473 SP 027 860

Terrell, Mary Sue; Grimes, Mary

Handbook for Directing Teachers. Developed as a Part of the Teacher Education Internship Project.

University of North Florida, Jacksonville.

PUB DATE- 86

NOTE- 62p.; For related documents, see SP 027 861 and SP 027 862.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; Higher Education; Internship Programs; *Preservice Teacher Education; *Student Teacher Evaluation; Student Teachers; *Supervisory Methods; Teacher Responsibility; *Teacher Role

IDENTIFIERS- *Clinical Supervision; *Teacher Education Internship Project; University of North Florida

This handbook is part of a series of guides developed for use with the Teacher Education Internship Project at the University of North Florida. This guide is written for directing teachers who work with the teacher interns during the practice teaching experience. Sections of the handbook discuss: (1) the clinical supervision model used by the project; (2) policies and procedures of the project, including governance, placement, selection, time expectations and requirements, and evaluation; (3) roles and responsibilities of the directing teacher, the intern, the college supervisor, and the director of field services; (4) supervisory skills in such areas as communication, management, conferencing, observation, data collectiom and analysis, and evaluation; and (5) record keeping. Appendices present information on and samples of evaluation instruments and a professional development plan. (CB)

ED 272 490 SP 027 901

Rossmiller, Richard A.

Resource Utilization in Schools and Classrooms: Final Report. Program Report 86-7.

Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 86
NOTE- 221p.; Section 3 of this report was contributed by Lloyd E. Frohreich. Some tables contain small print.
GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Cost Effectiveness; *Educational Equity (Finance); *Educational Resources; Elementary Education; Expenditure per Student; *Family Environment; Institutional Characteristics; Resource Allocation; Student Characteristics; *Teacher Characteristics; *Time on Task

This research addressed two major issues: (1) equity as it is reflected in the access of students to educational resources; and (2) efficiency as it is reflected in the use of the resources provided for the education of children. The research, which was begun in 1979, was designed to obtain data on the use of resources and the structure of classrooms in elementary schools which were seeking to individualize instruction for their students. School and classroom resources were defined broadly for the purpose of this research to include both human resources--primarily the time of students, teachers, and other school personnel--and material resources, such as books and instructional aids. The major sections of this document present reports on studies of: (1) time utilization and student performance; (2) school expenditures and student achievement; (3) home environment and student achievement; (4) student achievement and the personal characteristics, instructional behaviors and professional beliefs of their teachers; and (5) school resources, home environment, and gain in student achievement in grades 3-5. Findings and conclusions derived from the analysis of data developed by the studies are presented at the end of each section. Data from which conclusions were drawn are present in tables. An appendix contains abstracts of dissertations by graduate students who assisted in various aspects of this research project. (JD)

ED 272 506 SP 027 943

Hatch, Douglas D.
A Contingency Model for Implementing a Classroom Management System.
PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Discipline; Elementary Secondary Education; *Peer Teaching; *Staff Development; *Supervisory Methods; *Teacher Effectiveness; *Vocational Maturity

An outline is presented of a contingency plan for developing sound classroom management practices. The plan revolves around a conceptual model of the different maturity levels of each individual staff member in relation to their classroom management skills. In the model, a group of peer observers monitors the progress of those staff members whose classroom management skills have been diagnosed as falling in the lowest maturity levels. The most able classroom managers become observers and/or workshop facilitators in the program. Training involves observing mature, more capable teachers, attending workshops and seminars, and/or viewing video tapes of successful classroom managers. Once the training cycle is complete, the staff member is observed by a coaching team in the classroom. The second training cycle is also followed by a subsequent series of classroom observations and coaching. The principal's role is to initiate the pre-condition stage of the model (classifying staff maturity levels and selecting specific management techniques to be taught), and to train high maturity level teachers as instructors and observers. (JD)

ED 272 534 TM 860 450

Silverman, Leslie J., Ed.; Taeuber, Richard C., Ed.
Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 85

NOTE- 798p.; For a synthesis of the papers, a comparison volume, and individual papers, see TM 860 491-492 and TM 860 451-490.
LANGUAGE- English
EDRS Price - MF05/PC32 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Data Collection; *Educational Assessment; Educational Needs; *Educational Policy; Elementary Secondary Education; *National Programs; National Surveys; Program Evaluation; Research Design; *Research Needs; *School Statistics
IDENTIFIERS- *National Center for Educational Statistics

This document includes invited papers written for the National Center for Education Statistics (NCES) Elementary/Secondary Education Data Redesign Project. Early in 1985, NCES began a thorough review of its data collection program. The purpose of the review was to address questions of the suitability, scope, reliability, and timeliness of statistical data in terms of the purposes those data serve, relative to instructional and administrative needs and relative to education policy issues. To initiate the dialogue, a number of individuals and organizations were invited to prepare a paper following guidelines provided by NCES. Individuals invited were likely to (1) use quantitative approaches in their analyses, and thus be data users, and (2) have the interest and time to produce a "thought paper," not a research paper. There was no intent to represent known positions or to provide balanced representations across sectors of the education community. Organizations were selected because of an identification with education issues and concerns. The results of these efforts may well be the design of a new plan for national data collections from institutions and individuals to be implemented over several years. A total of 38 individual papers, 16 organization papers, and 3 agency papers are included in this volume. (LMO)

ED 272 350 RC 015 866

A Summary of Changes in the Status of Alaska Natives.
Alaska Univ., Anchorage. Inst. of Social and Economic Research.
PUB DATE- 15 Jan 86
NOTE- 142p.; For a journal adaptation of the document, see RC 015 806.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Alaska Natives; American Indians; Birth Rate; Census Figures; Change; Comparative Analysis; *Economic Change; Educational Attainment; Employment Patterns; Housing; Income; Minority Groups; *Population Trends; Quality of Life; *Social Change; *Socioeconomic Status; Suicide; *Well Being; Whites
IDENTIFIERS- *Alaska; Alaska Native Claims Settlement Act 1972

Replication of 78 tables from the 1973 2(c) Report by the Secretary of the Interior using 1980 census information provided data to document the social and economic changes in the status of Alaska Natives since the passage of the Alaska Native Claims Settlement Act. Comparison of 1970 and 1980 data showed an average 2.4% growth rate in the Native population over the decade, a .7% decline in the percentage of the state's population represented by Alaska Natives, a decline in Native fertility rates, a 29% drop in infant mortality, and a 58% average annual increase in the suicide rate. Other comparisons indicated that although urban Native populations are the fastest growing, over 60% of Alaska Natives still live in rural communities; the proportion of Natives aged 18-24 completing high school increased from 37% to 59% over the decade; Native male unemployment showed negligible changes between 1970 and 1980 while increasing numbers of Native women entered the labor force; and although Native family real income increased 39% since 1969, 26% of Native Alaskans lived below the poverty line in 1980. All 78 2(c) Report tables with 1980 data on population, education, vital statistics, housing, employment, and income are appended. (NEC)

ED 272 365 SE 046 693

Elementary Science: Grade 5.
Carroll County Public Schools, Westminster, Md.
PUB DATE- 85
NOTE- 113p.; Part of Carroll County Elementary Science Program. For related reports and curricula for grades 1-4, see SE 046 687-692.
AVAILABLE FROM- Gary E. Dunkleberger, Carroll County Public Schools, 55 North Court Street, Westminster, MD 21157. (Price $10.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Animals; Biological Sciences; Course Content; Curriculum Guides; Earth Science; Educational Resources; Elementary Education; *Elementary School Science; *Grade 5; Instructional Materials; Learning Modules; Lesson Plans; Mineralogy; Process Education; *Science Activities; Science Education; Skill Development; Units of Study
IDENTIFIERS- Arthropods; Soils

This grade 5 science curriculum guide contains four activity units: (1) mineral identification; (2) earth science; (3) soil analysis; and (4) small friends community. Each unit contains a letter to the parents to introduce the unit, lesson plans, and word searches. The lesson plans list the science processes involved, content objectives, materials, teacher preparation required, time frame, group size, lesson procedures including structuring questions, and evaluation suggestions. The appendices contain a laboratory report form, learning center suggestions, bulletin board ideas, bibliography, a student evaluation check list, and an inservice evaluation. (JM)

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials, Supplement 25 (1986).
Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
PUB DATE- Mar 86
NOTE- 163p.
AVAILABLE FROM- SMEAC Instructional Resources Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription, $12.00; $5.00 each).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Audiovisual Aids; Citizen Participation; Environmental Education; Hazardous Materials; Indexes; Information Dissemination; *Instructional Materials; Postsecondary Education; Sludge; Technology; Waste Disposal; *Waste Water; Water; Water Pollution; *Water Quality; *Water Resources; *Water Treatment

Compiled are abstracts and indexes to selected print and non-print materials related to wastewater treatment and water quality education and instruction, as well as materials related to hazardous wastes and public participation. Sources of abstracted/indexed materials include all levels of government, private concerns, and educational institutions. Title, author(s), publication date, cross references, descriptors, and availability are provided for each entry. Procedures are outlined by which instructors and curriculum developers in the water quality control field can locate instructional materials to meet very general or highly specific requirements of their programs. Also included are an author and subject index. This publication supplements and does not replace "Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources" or IRIS Supplements 1-24. (ML)

Harrison, Forrest W.

Review of Elementary/Secondary School Data Needs of the National Center for Education Statistics.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- 18 Jun 85

NOTE- 10p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Data Collection; *Educational Finance; Elementary Secondary Education; Enrollment; *Information Needs; National Surveys; *Sampling; School Districts; School Personnel; State Surveys; *Statistical Data

IDENTIFIERS- *National Center for Education Statistics

The data collection program of the National Center for Education Statistics (NCES) should be designed for maximum reliability, validity, and manageability for all involved organizations. An adequate number of school districts should be sampled to produce useful data. Data should be more comparable between states if proper sampling techniques are employed. Some areas which merit data collection include directories of school districts (enrollment, number of schools by type or grade span, number of teachers, and expenditures per pupil); comparable counts of average daily attendance; class size; central office versus school-based administrators; full time equivalent teachers; teacher salaries; professional and other employees; high school seniors, graduates, and dropouts; and school revenues, expenditures, and projections. Measures of student outcomes would be more useful if they were based on the same achievement tests or if test results were equated through the techniques of Hammer's Anchor Test Study. (Comments are included on the NCES proposals on enrollment and accounting data and sample private school surveys, and on a paper by Cooke, Ginsburg, and Smith). (GDC)

ED 272 562 TM 860 478

Reisner, Elizabeth R.
New Areas for Educational Data Collection: What Students Are Taught and What They Learn.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 15p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Comparative Analysis; *Curriculum Research; *Data Collection; Elementary Secondary Education; Higher Education; *Information Needs; Research Problems
IDENTIFIERS- National Center for Education Statistics

The National Center for Education Statistics (NCES), in its expansion of data reporting, should consider approaches for studying the curricular content of elementary and secondary instruction and student achievement of curricular goals. More specific information is needed about the curricular content of U.S. education. For example, data collected on the average years of high school mathematics studied do not indicate what proportion of graduates have studied algebra, trigonometry, or calculus, or which skills have been mastered. This information would be useful for college and vocational planners, for program evaluation and planning, and for fiscal accountability. Better data on curriculum and achievement would also allow comparisons across educational agencies and their programs and comparisons across time to assess trends. Data on instructional content and methods could include courses of study, enrollment, major skills taught, local and state guidelines, teaching methods, teacher qualifications, and supervisor role. Testing of students' mastery of instructional content should involve different difficulty levels, the full breadth of content, and different types of achievement sought by different teaching methods. Problems which are likely to be encountered in designing these new data collection activities involve: agreement among the interested parties; public perception of burden and expense; inappropriate comparisons; and diverse educational goals. (GDC)

ED 272 576 TM 860 492

Hall, George; And Others

Alternatives for a National Data System on Elementary and Secondary Education.

Office of Educational Research and Improvement (ED), Washington, D.C.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 20 Dec 85
NOTE- 107p.; For the Invited Papers, and a synthesis of the papers, see TM 860 450 and TM 860 491.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; Cost Effectiveness; *Data Analysis; *Data Collection; *Educational Quality; Elementary Secondary Education; *Information Dissemination; *Information Needs; Models; National Programs; Outcomes of Education
IDENTIFIERS- *National Center for Education Statistics; Nation at Risk (A)

This paper proposes a fundamentally new national data system for elementary and secondary education, differing in structure and content from present education data-collection activities of the federal government, the states, and local education agencies. This report was contracted by the U.S. Department of Education's Center for Statistics as a "10-year plan" of data collection to satisfy the statements made by writers submitting papers to the Center's Redesign Project and appearing in the "Synthesis of Invited Papers," and is intended as a companion to that volume. The current data system is flawed in fundamental ways; it does not provide the kinds of information needed to understand the context, processes, and outcomes of schooling in the United States. These kinds of information are now being demanded by policy-makers as well as by the general citizenry. The proposed national data system is designed to provide essential information for policy-makers in all branches and at various levels of government as well as new constituencies. The structure of the proposed national data system, as well as specific categories and subcategories of data have been identified in the report, and the types of costs and distribution of costs likely to be incurred in developing and maintaining the proposed national data system are enumerated. (JAZ)

ED 272 604 UD 024 991

Sigmon, Scott B.
Social Inequality and Measurement of Cognition in the Schools: Focusing on Raven's Colored Progressive Matrices Scale.
PUB DATE- 83
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Cognitive Measurement; Disadvantaged Youth; Educational Benefits; Elementary Secondary Education; *Intelligence Quotient; *Intelligence Tests; *Social Class; *Socioeconomic Status; *Test Bias
IDENTIFIERS- Ravens Coloured Progressive Matrices

Social class, as reflected in socioeconomic status (SES), has such a profound influence on all aspects of performance that it is perhaps the most powerful predictor of academic achievement. Intelligence quotient (IQ) tests in one form or another have been used for quantitative assessment of academic ability since Alfred Binet first developed the concept of IQ in 1904 to help identify slow learners for placement in special curricula. Yet, children of high SES families generally have higher IQ scores than low SES children. Therefore, obtaining fair assessments of academic ability in minority children, a disproportionate number of whom are socially disadvantaged, is wrought with difficulties. Much has been written to explain why more affluent school children do better than their disadvantaged peers. The most frequently cited factors are childbearing practices that focus on discipline and language. In general, however, research results have been confusing and sometimes contradictory. Raven's Colored Progressive Matrices Scale (CPM) was developed as a culture-fair test of cognition in children. A relatively nonverbal test of spatial analogues, the CPM has been considered a panacea by some. However, a careful review of the literature reveals that high SES children generally score significantly higher on the CPM than low SES children. (MCK)

ED 272 633 UD 025 043

Craig, William J.; Samaranayaka, Kumarasiri
Minnesota Citizen Opinions on Public Education and Educational Policies, 1985.
Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.
REPORT NO.- CURA-85-10
PUB DATE- 85
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Finance; *Educational Policy; *Educational Quality; Elementary Secondary Education; Public Education; *Public Opinion; *State Action; *State Standards
IDENTIFIERS- *Minnesota

This report presents the results of a survey of 2,000 Minnesota adults' opinions about public education in 1985. Following a discussion of study background and a summary of findings, the report is divided into ten sections, each dealing with a different survey question. Each section presents the question, shows the distribution of responses, commenting on changes since the 1984 survey, and outlines the kinds of divergent opinions found in various subgroups of the population. Among the major findings reported are that 22.5% of the respondents said education was one of the most important issues facing Minnesota today; 83.1% rated Minnesota public schools as good or excellent; and 55.4% said increasing teacher salaries was an acceptable way to reform schools. A proposal to test students' skills through annual standardized tests was supported by 90%, and 70% opposed statewide open enrollment policies. Three-quarters of the respondents said they would be willing to forego a portion of a proposed tax cut if the money went to improving public schools, and 64% agreed with the present State policy of giving aid to private schools through tuition tax credits and other programs. According to 68.2% of the respondents, the problems of public education today are based on the general problems of society. (KH)

ED 272 507 SP 027 947

Tanner, David E.
Do University Supervisors, Cooperating Teachers and Student Teachers Agree about the Student Teacher's Performance?

PUB DATE- Feb 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; Higher Education; Job Performance; Self Evaluation (Individuals); *Student Teacher Evaluation; *Student Teachers; *Student Teacher Supervisors; *Theory Practice Relationship

This study sought to establish the degree of uniformity that exists between the university supervisor and the cooperating teacher, and between each of those and the student teacher, as each of the three pairs evaluates the student's performance according to common criteria. Participants in the study were 81 student teachers, their cooperating teachers, and the 15 university supervisors working with the students and their cooperating teachers. A list of 24 problem areas most commonly mentioned by new teachers were arranged as Likert-type items in a questionnaire. Respondents indicated the degree of difficulty which the student teacher had experienced with each item. Responses were analyzed to determine whether one observer's variations from item to item tended to parallel the second observer's variations. A ranking of the mean responses from each group for each item suggested that the three parties were in agreement about those areas which had posed the greatest difficulty for the student teacher. However, cooperating teachers and university supervisors provided disparate judgements of a student teacher's performance. It is suggested that the cooperating teacher may be operating in the pragmatic mode and the university supervisor in a theoretical mode, and the student teacher, drawn by the demands of each, somewhere between. As a consequence, correlation figures tend to be low in performance evaluation. (JD)

ED 272 520 TM 860 425

Hunt, Barbara
Implications of Rasch Calibrated Item Banks for Measurement of the Locally Planned Curriculum.
PUB DATE- Apr 86
NOTE- 10p.; Paper presented at the Symposium, "Taming the Rasch Tiger: Using Item Response Theory in Practical Educational Measurement," at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 17-20, 1986). For other symposium papers, see TM 860 424-428.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Achievement Tests; American Indian Education; Criterion Referenced Tests; *Curriculum Development; Elementary Secondary Education; Federal Regulation; *Item Banks; *Latent Trait Theory; Rural Education; School Community Relationship; *School Districts; Test Construction; Test Items
IDENTIFIERS- Hopi (Tribe); Rasch Model

Many problems are encountered by school districts regardless of size. State and federal involvement in education provides certain financial resources, but also makes demands for accountability. This creates conflicts between local program development and the requirements of state and federal regulations, and particularly complicates the measurement of student progress. Recent developments in measurement using the procedures developed by George Rasch provide great advantages in the flexible and comprehensive measurement of student achievement. These procedures provide a means to equate local measurement to the results of nationally distributed commercially published tests. Among other advantages of the Rasch item bank system are: (1) small schools may develop a curriculum and design tests to measure student achievement in that curriculum; (2) teachers and community members can write their own items and calibrate them locally; and (3) using a criterion referenced approach, selection of items may be made relevant to community goals. Among the disadvantages are: (1) measurement of specific goals is limited to comprehensiveness of available item banks; and (2) calibrated item banks occur only in certain areas of the curriculum (mostly basic skills). Since the use of calibrated item banks offers more flexibility for the measurement of student achievement, it is appropriate to rural school systems, such as the Hopi Reservation School System in Arizona. (JAZ)

ED 272 590 UD 024 369

Garcia, Ernest F.
Education in the 1990's: A Demographic View.
San Diego State Univ., Calif. National Origin Desegregation Assistance (Lau) Center.
PUB DATE- 84
NOTE- 6p.; In: Educational and Societal Futures: Meeting the Technological Demands of the 1990s. Proceedings of a Conference (Anaheim, California, April 28, 1983); see UD 024 362.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; *Cultural Pluralism; Educational Objectives; *Educational Planning; Elementary Secondary Education; *Futures (of Society); *Immigrants; Language Maintenance; *Population Trends; Relevance (Education); Telecommunications

Since 1975, the United States has experienced the largest wave of immigration since the beginning of the century. This demographic fact holds important implications for education in the 1990s. First, because the birthrate among recent immigrants is relatively high, an increasing number of first generation Americans will enter the school system. As a result, bilingual education will take on a new importance. The English monolingual preparing to enter a global economy will be at a distinct disadvantage. Because the job market will be entwined with other cultures and languages, current controversies over bilingual education will disappear. Similarly, new immigrants will find it easier than earlier groups to maintain their culture and language. The decline of network television (with the introduction of cable and satellite transmission) is one factor that is permitting an increase in media support for cultural diversity and is encouraging different groups to maintain their ethnicity. The school curriculum of the 1990s will be forced into a multicultural social studies format to meet the demand for the globally educated. Furthermore, as time spent teaching basic skills is replaced by computer-based instructional systems, more time will become available for human interaction activity that stresses communication and understanding and fosters diversity. To meet these changes, teachers will have to be educated to assume a more dynamic role. (KH)

ED 272 619 UD 025 023

Peterson, Terry K.; Strasler, Gregg M.
The Impact of Recent Educational Reforms on Minority and All Low Achieving Students and on Minority and All High Achieving Students. Positive Early Indications from South Carolina.
PUB DATE- Apr 86
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Black Students; Educational Change; *Educational Improvement; *Educational Legislation; Elementary Secondary Education; Equal Education; Minority Groups; *State Action
IDENTIFIERS- *Reform Efforts; *South Carolina

This paper presents findings of an assessment of the effect of recent educational reforms on low achieving and minority students in South Carolina. Despite criticism that the recent reforms would be harmful to these students because of higher standards and testing programs, it is reported that the achievement of black students and low-achieving students of all races was not blocked by the many reforms in South Carolina. First, the report presents an overview of recent educational reforms. The South Carolina Education Finance Act of 1977, an attempt to provide a more equalized school finance system, is described. The Basic Skills Assessment Program (1978), State efforts to increase kindergarten attendance of children from hard-to-reach families (1979), the Educator Improvement Act (1979), and grassroots reform efforts (1983) are also discussed. Next, the report describes the study procedure and presents basic findings. These include the following: (1) low achieving, black, and all students have made substantial progress since educational reforms have been in process; (2) the achievement of black high achieving students and all high achieving students was not "pulled down" by reforms; (3) achievement gains in basic skills were found in all groups across a sample of grades; (4) the percentage of all children entering first grade with suitable readiness skills has increased substantially since 1979. These results are promising, but they are based on early evidence and the results of the reform movement will require further monitoring. (KH)

ED 272 620 UD 025 024

Clark, M. L.
The Status of Interethnic Contact and Ethnocentrism among White, Hispanic, and Black Students.
PUB DATE- Apr 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Blacks; College Students; *Ethnic Relations; *Ethnocentrism; Higher Education; Hispanic Americans; *Interpersonal Relationship; *Peer Acceptance; Peer Relationship; *Racial Relations; Secondary Education; Whites

Research in the areas of friendship selection, interracial acceptance, interracial contact, and interracial dating was reviewed to determine the nature of intergroup relations for White, Hispanic, and Black adolescents. The findings indicate that Black, White and Hispanic adolescents prefer same-race friends. When cross-race friendships occur in majority White settings they are generally initiated by minorities and rarely reciprocated by their White peers. Black and Hispanic females may have more difficulty with interracial acceptance than their male counterparts. Demographic, social, and personality variables may affect adolescents' interracial acceptance and interethnic approach behavior. Interracial contact is limited in desegregated schools because of within-school resegregation practices. Cooperative learning team strategies, however, have some potential for enhancing intergroup contact. Many college students express a desire to interracially date and do not rule out the possibility of interracial marriage. Males have more interracial dating

ED 272 381 SE 046 874

Lovenburg, Susan, Comp.

Acid Rain: Federal Policy Action 1983-1985. A Guide to Government Documents and Commercial Sources.

PUB DATE- Apr 86

NOTE- 43p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Agency Role; *Conservation (Environment); Environmental Education; *Environmental Standards; *Federal Regulation; Foreign Countries; *Government Publications; Physical Environment; *Pollution; Public Policy; Science Education; World Problems

IDENTIFIERS- *Acid Rain; Canada; *Environmental Problems

The problems associated with acid rain as well as strategies on what to do and how to do it are addressed in this resource guide. The first section identifies and describes the U.S. agencies and congressional committees which play a role in acid rain research, legislation, and regulation. Actions already taken by the executive and legislative branches of the government as well as efforts of the National Governors Association are presented. The second section of this document includes a 4-page bibliography of government documents dealing with federal policies and a 14-page bibliography of commercial publications on acidification. Also listed is a directory of nine organizations which provide information on acid rain. (ML)

ED 272 474 SP 027 861

Terrell, Mary Sue
Resource Manual for College Supervisors. Developed as a Part of the Teacher Education Internship Project.
University of North Florida, Jacksonville.

PUB DATE- 84
NOTE- 135p.; For related documents, see SP 027 860 and SP 027 862.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Internship Programs; *Preservice Teacher Education; *Student Teacher Evaluation; Student Teachers; *Student Teacher Supervisors; *Supervisory Methods; Teacher Responsibility; *Teacher Role
IDENTIFIERS- *Clinical Supervision; *Teacher Education Internship Project; University of North Florida

This handbook is part of a series of guides developed for use with the Teacher Education Internship Project at the University of North Florida. This resource manual contains information of use to the college supervisor. Topics covered include: (1) the roles and responsibilities of the college supervisor; (2) the roles and responsibilities of the director of the internship program; (3) clinical supervision; (4) planning conferences; (5) observation; (6) data collection and analysis; (7) supervisory post-conference; (8) formative analysis; and (9) summative evaluation. Samples of charts and instruments used by the college supervisor during the intership and a list of references are included. (CB)

ED 272 396 SE 046 892

Song, Myung Ja; Ginsburg, Herbert A.
The Effect of the Korean Number System on Young Children's Arithmetic.
PUB DATE- 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arithmetic; *Computation; Elementary Education; *Elementary School Mathematics; Foreign Countries; *Mathematics Achievement; Mathematics Education; *Mathematics Skills; Non Western Civilization; Numbers; *Number Systems
IDENTIFIERS- *Korea; Mathematics Education Research

Reasons which account for Asians' superiority in mathematics achievement are discussed in this paper. It is suggested that the regularity of the Oriental number system facilitates counting, calculation, and concepts. This paper reviews a study which sought to determine whether and how the structural regularity of a counting system affected the early learning of arithmetic and contributed to the achievement differences beween Korean and American children. Results of the investigation, which involved Korean children from ages 3 to 11 years (N=180), supported the proposition that the regularity of the Korean System R (which employs numbers only from one to nine with the rest as compound numbers formed by a regular generative rule) facilitates the acquisition of generative rules of counting. It was shown that Korean children master the generative rules in the R system and use them to attain higher levels of achievement in counting than do American children. Tables are included which specify the basics of the two Korean number systems and outline the tasks and procedures of the experiment. (ML)

ED 272 411 SO 017 321

Speth, Carol A.; And Others
Causal Attributions for Success in Hiring Decisions.
SPONS. AGENCY- Nebraska Univ., Lincoln. Research Council.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employment Qualifications; *Equal Opportunities (Jobs); *Evaluation Methods; Feminism; Job Applicants; Psychology; Research Projects; *Sex Differences; Sex Discrimination; Sex Fairness; Sex Role; Sex Stereotypes; *Sexual Identity; Womens Studies

IDENTIFIERS- *Counseling Psychology; Masculinity Femininity Variable

Attribution theory suggests four major explanations for behavioral outcomes: ability, effort, luck, and task-ease. The theory suggests that explanations given for an applicant's success-potential may influence evaluations of that applicant. The research indicates male and female applicants may be affected differently by gender-stereotyped descriptions, job level, and ambiguous fit between qualifications and job demands. In the study, 86 personnel and management association members rated hypothetical applicants for director and counselor in an Employee Assistance Program. All were qualified for the counselor position but none had managerial experience. A significant 3-way interaction of sex, gender of attributes, and job-level/ambiguity was found for the dependent variable luck, but not for the other three. Raters valued nonstereotypical attributes more highly for the director when the "fit" between qualifications and job demands was ambiguous than for the counselor. The study does not support previous findings showing external qualities to be a female characteristic of success; rather, sex appears to interact with ambiguity of fit and gender-related attributes. Tables and references are included. (Author/TRS)

ED 272 427 SO 017 368

Hope, Samuel
Policy Questions in Music Education: Opportunity, Content, Partnership, Funding, and Politics. Words of Note Series.
Music Educators National Conference, Reston, Va.
PUB DATE- 85
NOTE- 20p.; For other publictions in this series, see SO 017 365-367.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Costs; Educational Assessment; Educational Cooperation; Educational Opportunities; *Educational Policy; Elementary Secondary Education; Financial Needs; Financial Policy; Learning Strategies; *Music Education; Political Issues; Teaching Methods

This series is intended for music educators and features speeches and articles by leaders in music and arts education on a wide variety of current issues. This publication deals with music education's complexity in relation to the United States society's complexity and specialization. Specifically, the paper questions how the field of music education can be more effective in influencing decision-making in a complex situation. Policy development contexts in this regard concern art, entertainment, competition, diversity, and unity. Five questions are posed as a base from which to address major policy issues applicable at every decision-making level from the classroom to the nation as a whole. These are: (1) Opportunity: Who has access to what kind of study? (2) Content: Who teaches what, who learns what? (3) Funding: Who gets the music education dollar? (4) Partnership: Who has fundamental strategic control? and (5) Politics: Who gets public credit? The document concludes that these five important questions defy simple solutions but there is a significant interrelationship among all of the questions. However, the music education community can be effective in the highest level of current policy work if it can manage a new infusion of will to do what is necessary as a field. (TRS) (TRS)

ED 272 443 SO 017 426

Teaching Methodologies for Population Education: Inquiry/Discovery Approach, Values Clarification.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 86
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Controversial Issues (Course Content); *Discovery Learning; Educational Methods; High Schools; *Inquiry; Intermediate Grades; Junior High Schools; Learning Processes; Population Distribution; *Population Education; Population Growth; *Values Clarification

Divided into two sections, this booklet demonstrates how the discovery/inquiry approach and values clarification can be used to teach population education. Each part presents a theoretical discussion of a teaching method including its definition, its relevance to population education, some outstanding characteristics that make it suitable for teaching population education, plus what research studies have discovered about its effectiveness. The actual procedure for applying the methodology is given in a step-by-step manner, including guidelines for teachers and implications for classroom teaching. A number of sample lessons are included. Part 1, the discovery/inquiry-oriented approach deals with determinants of family size; consequences of rapid population growth for community health; effects on socio-economic development; effects of family size, parity, and spacing on the health of the mother and the family; and effects of population growth on food production. Part 2, values clarification, consists of 10 sample lessons and uses a variety of strategies concerning family size, and values regarding pros and cons of population control. Learning strategies described in the program expect students to approach problems with an open mind, to study evidence clearly, and to make judgements based on their own activities. (AG)

ED 272 458 SP 027 832

Mann, Karen V.; Sullivan, Patricia L.
Effect of Task-Centered Instructional Programs on Hypertensives' Ability to Achieve and Maintain Reduced Dietary Sodium Intake.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Behavior Modification; *Dietetics; *Hypertension; *Patient Education; *Program Effectiveness
IDENTIFIERS- *Dietary Sodium Intake

This study sought to determine the effectiveness of systematically designed instructional programs in helping adult hypertensives to achieve and maintain dietary sodium intake. Sixty-six subjects were randomly allocated to one of three groups: task-centered instruction; task-centered instruction plus goal-setting and self-monitoring; or control. The investigator met each subject individually, weekly for six sessions, and once again, three months following the intervention. Testing occasions occurred at study entry, immediately following the intervention, and at the three-month follow-up visit. Dependent variables were scores on a criterion-referenced achievement test, 24-hour recall of dietary intake and 24-hour urniary sodium excretion. Analysis revealed a statistically significant effect of both instructional programs, and a small, but significant, deterioration in performance during the follow-up period. There was no apparent difference in the effect of the two programs. Significant cognitive changes were achieved and maintained throughout the follow-up. Perceptions of task-related self-competence, family support and efficacy of the intervention did not add significantly to explanation of the outcomes. It is concluded that systematically designed instructional programs may be successfully applied in changing health-related behavior. (JD)

ED 272 491 SP 027 903

Alberty, Beth; And Others
Use and Setting: Development in a Teachers' Center.
North Dakota Study Group on Evaluation, Grand Forks.
SPONS. AGENCY- Rockefeller Bros. Fund, New York, N.Y.
PUB DATE- Nov 81
NOTE- 70p.
AVAILABLE FROM- North Dakota Study Group, Box 8039, University of North Dakota, Grand Forks, ND 58202 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Resources; *Facility Utilization Research; Higher Education; Participant Characteristics; Participative Decision Making; *Program Attitudes; *Program Development; *Teacher Centers
IDENTIFIERS- *City University of New York City College

This study explored the relationship between the setting of a teacher center and the ways in which the center is used by persons who participate in the activities offered there, focusing on the Workshop Center for Open Education of City College, New York. A description is given of the facility itself--the physical plant, location, educational materials available, and enrichment programs offered. Activities taking place at the center on a typical day are depicted. Excerpts are offered of statements about the center from various types of users--teachers, center staff, college faculty, students, parents, and school administrators. Ways in which different perspectives of individuals and different groups of users influenced each other are discussed. Descriptions are also offered of personal or individual configurations of use of the building, materials, and programs. The final section of the report discusses the rationale for the center, and reflections by participants on ways that the center's offerings helped them to improve their work performance and enhanced their understanding of a wide variety of educational philosophies. (JD)

Banner, James M., Jr.
Revising Educational Statistics.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 6p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; Data Analysis; *Data Collection; *Educational Research; Elementary Secondary Education; Evaluation Needs; *Information Needs; *Measurement Objectives; Research Design; *Research Needs; *Statistical Data

When gathering and presenting educational statistics, five principles should be considered. (1) The data must be accurate, valid, and complete. Limitations, weaknesses, margins of error, and levels of confidence should be clearly stated. (2) The data must include comparable information, sought in comparable ways, in comparable forms, from comparable sources. (3) Data that do not have immediate utility should be collected such that they may be useful at a later time. (4) Historical statistics should be collected in order to provide the context for interpreting long-term change, the significance of change, and solutions to problems. (5) Data collection procedures should be simple and methods of reporting should be easy to use. The comparability of data concerning educational quality must be improved. The United States Department of Education and the Council of Chief State School Officers should cooperate with state officials to standardize data collection and presentation. Further research is needed in the areas of teachers' qualifications, student dropouts, art and music instruction, and programs to publish research results. (GDC)

ED 272 351 RC 015 868

Carter, Forrest
The Education of Little Tree.
REPORT NO.- ISBN-0-8263-0879-1

PUB DATE- 86
NOTE- 226p.
AVAILABLE FROM- University of New Mexico Press, Albuquerque, NM 8713
(\$10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Creative Works (Literary and Dramatic) (030)
Historical Materials (060)
DESCRIPTORS- American Indian Culture; American Indian History;
*American Indians; *Autobiographies; Childhood Attitudes; Children;
*Cultural Influences; *Family Life; *Grandparents; Maturity
(Individuals); Parent Child Relationship; Parent Influence; United
States History; Values
IDENTIFIERS- *Carter (Forrest); *Cherokee (Tribe); Depression
(Economic 1929)

First published in 1976, this autobiography contains Forrest Carter's--Little Tree's--remembrances of life with his Eastern Cherokee Hill country grandparents in the 1930s. There are 21 chapters, recounting humorous and serious episodes from a 5-year period and dealing with the themes of growing up, Indian life and values, family relationships, and the relationship of man and the earth. The book begins when the author is 5 years old and goes to live with his grandparents after the death of his parents. The first chapter tells how he was given the name of Little Tree by his grandmother and describes the mountain hollow and the cabin where he will live with his grandparents. In the second chapter, Little Tree learns to hunt wild turkey with his grandfather and learns the Cherokee ethics of hunting. Other chapters tell of borrowing great books from the library, fox hunting, friends and friendships, grandfather's trade of whiskey-making, gathering food, family history, planting, religion and going to church, and boarding school. The final chapter relates the deaths of Little Tree's grandfather and grandmother and his decision to head west on his own. (JHZ)

ED 272 366 SE 046 694

Romberg, Thomas A.; Pitman, Allan

The Urban Mathematics Collaborative Projects. Annual Report to the Ford Foundation. Program Report 86-1.

Wisconsin Center for Education Research, Madison.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 85
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; Inservice Education; *Interdisciplinary Approach; Learning Processes; Mathematics Education; *Professional Continuing Education; *Professional Development; Secondary Education; *Secondary School Mathematics; *Staff Development; *Urban Schools; Workshops
IDENTIFIERS- *Ford Foundation

Descriptions of major activities for each of the seven Urban Mathematics Collaborative Projects sponsored by the Ford Foundation are contained in this report. These include: (1) Cleveland Collaborative for Mathematics Education; (2) Los Angeles Collaborative: Professional Links with Urban Schools; (3) Philadelphia Urban Mathematics Collaborative; (4) San Francisco Urban Mathematics Collaborative; (5) Twin Cities Urban Mathematics Collaborative; (6) Durham Collaborative: The Durham Mathematics Council; (7) Pittsburgh Urban Mathematics Collaborative; and (8) Technical Assistance Project. These are followed by observations, reflections and final comments from the supervisory team. The appendix contains summary reports from each of the seven collaborative projects. (JM)

ED 272 549 TM 860 465

Hawley, Willis D.

Educational Statistics and School Improvement. Statistics and the Federal Role in Education.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 34p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aptitude Treatment Interaction; *Data Collection; *Educational Facilities Improvement; Educational Improvement; Educational Research; Elementary Secondary Education; Evaluation Criteria; *Information Needs; *Models; *Research Utilization; *School Effectiveness; Statistical Surveys
IDENTIFIERS- Effective Schools Research; *Learning Productivity Model; National Center for Education Statistics

This paper focuses on how educational statistics might better serve the quest for educational improvement in elementary and secondary schools. A model for conceptualizing the sources and processes of school productivity is presented. The Learning Productivity Model suggests that school outcomes are the consequence of the interaction of five factors: (1) clarity of educational objectives; (2) student characteristics; (3) curriculum technology and instructional strategies; (4) teacher quality; and (5) school environment--opportunity and resources. The importance of educational research is stressed for its ability to identify what types of data are relevant in studying effective schools. The model considers a variety of educational outcomes, both academic achievement and lifetime outcomes or post-school experiences such as occupational success. Two suggestions for data collection are discussed. New data should be used to relate educational processes to educational outcomes, as in the High School and Beyond study. Better coordination of data collection activities is recommended. (GDC)

ED 272 605 UD 024 992

Tapper, Donna M.
Youth Employment and Training in a Year of Transition: The Outlook for New York City. Trends and Forecasts, Special Issue.
Community Council of Greater New York, Inc., N.Y.

SPONS. AGENCY- New York City Human Resources Administration, N.Y.
PUB DATE- Feb 83
NOTE- 18p.
CONTRACT- HRA-3H05037
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - General (140)
DESCRIPTORS- Community Programs; *Employment Programs; Federal Legislation; *Federal Programs; *Job Training; Legislation; *Public Policy; State Programs; *Youth Employment; *Youth Programs
IDENTIFIERS- Comprehensive Employment and Training Act; Job Training Partnership Act 1982; New York (New York)

The 1983 Federal fiscal year is a year of transition from the Comprehensive Employment and Training Act (CETA) to the Job Training Partnership Act of 1982 (JTPA). Unlike CETA, which included public service employment provisions, the entire thrust of JTPA is on training for unsubsidized employment. The purpose of the new law is to prepare youth and unskilled adults for entry into the labor force, and provide job training to economically disadvantaged individuals and others facing serious barriers to employment. The States and Private Industry Councils (PIC) are keystones in the implementation of JTPA. Governors will designate Service Delivery Areas, establish a State job training coordinating council, and approve local plans. The local plan must be developed and approved by the local government and the PIC, either of which may administer the program. The Department of Employment of the New York City Human Resources Administration is the primary municipal agency for employment and training and has been the local administrative agency under CETA. A wide variety of services currently exist in such categories as pre-employment programs, classroom and on-the-job training programs, and work experience programs. In the future, State legislation is expected to fill gaps in the JTPA, and increased participation of the private sector will be needed to shape employment for youth. (MDK)

ED 272 634 UD 025 044

Kennedy, James H.
Three Afro-Brazilian Writers: A Supplemental Guide for Black and Latin American Studies Curricula.
PUB DATE- 7 Aug 86
NOTE- 10p.; For the companion document, see ED 268 206.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Blacks; Creative Writing; Drama; *Latin American Culture; Latin American History; *Latin American Literature; Poetry
IDENTIFIERS- *Brazil

This biographical/bibliographic guide provides profiles of three Afro-Brazilian writers: Jorge de Lima (1893-1953); Luiz Gonzaga Pinto da Gama (1830-1882); and Abdias do Nascimento (1914-). The life of each author is briefly described and sources of English language translations together with critical studies of their works are listed. Four sources are given which present general studies of the role played by Blacks in the evolution of Brazilian literature. The information presented supplements the author's "Afro-Brazilian Literature: A New Dimension for Black and Latin American Studies Curricula." (KH)

ED 272 382 SE 046 875

Bishop, Beth A.; And Others
Respiration and Photosynthesis: A Teaching Module. Occasional Paper No. 90.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 86
NOTE- 62p.; For other teaching modules in this series, see SE 046 876-877.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824-1034 ($6.25).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Science; Higher Education; Learning Modules; *Misconceptions; *Photosynthesis; Preservice Teacher Education; Problem Solving; *Science Activities; Science Education; Science Experiments; Science Instruction; Secondary Education; *Secondary School Science
IDENTIFIERS- Alternative Conceptions; *Respiration

Designed to address the major conceptual problems associated with respiration and photosynthesis, this module can be used with high school students or college nonscience majors including those in elementary education. It is one in a series developed by the project Overcoming Critical Barriers to Learning in Nonmajors' Science Courses. The materials offer guidance to teachers in diagnosing student deficiencies, in creating dissatisfaction with misconceptions, and in providing opportunities for application and practice. This module contains: (1) an introduction (discussing misconceptions related to photosynthesis and respiration and explaining how to use the module to overcome these barriers); (2) diagnostic test and commentary (designed to be used as a pretest and/or posttest); (3) materials for lecture or discussion with commentary (consisting of a series of copy-ready masters for use as overhead transparencies and student handouts); (4) laboratory activities and commentary (including lessons on molecular models of respiration and photosynthesis, food storage in coleus plants, and respiration and breathing rate); and (5) problem sets (addressing specific misconceptions on respiration and food for plants and animals). All instructional materials for the students are juxtaposed with instructor commentaries. (ML)

ED 272 475 SP 027 862

Drummond, Robert; And Others
Teacher Education Internship Project. Final Report.
University of North Florida, Jacksonville.
PUB DATE- Apr 86
NOTE- 101p.; For related documents, see SP 027 860 and SP 027 861.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Field Experience Programs; Graduate Surveys; Higher Education; Internship Programs; *Preservice Teacher Education; *Program Evaluation; *Student Teachers; Teacher Effectiveness
IDENTIFIERS- *Clinical Supervision; *Teacher Education Internship Project; University of North Florida

The University of North Florida's Teacher Education Internship Project had as its purpose the expansion and refinement of a clinical supervision model for undergraduate teacher education interns and preinterns. Goals included the revision of data gathering instruments and the pooling of program graduates to determine the success of these former students as beginning teachers. Clustering of preinterns, using the model developed for intern placement, was instituted. Materials describing the roles of participants were developed and disseminated. Data were gathered on participants to determine the effects of program changes. Results of data collection and analysis indicate that the new clinical cluster model and the training of participants has had a positive effect and that the program should be continued and expanded, with follow-up data from the Florida Performance Measurement System Beginning Teacher Program incorporated into the process. Appendices include: intern questionnaire; responses of principals, directing teachers, and college supervisors to the questionnaire; survey of graduates; ratings by principals of beginning teachers according to type of placement; and a review of literature. References are included. (Author/CB)

ED 272 508 SP 027 952

What's Noteworthy on: Beginning the School Year, Time Management, Discipline, Expectations, Motivation, Instruction, Coaching. Winter, 1984-5.

Mid-Continent Regional Educational Lab., Inc., Denver, Colo.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 85

NOTE- 53p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Classroom Techniques; Discipline; *Educational Research; Elementary Secondary Education; Expectation; Inservice Teacher Education; *School Effectiveness; Staff Development; Student Motivation; *Teaching Methods; Time Management

This issue contains several articles synthesizing research on effective schools conducted by the Mid-continent Regional Educational Laboratory (McREL). Six "folios," or handouts, intended for dissemination to teachers, review the research and make specific suggestions for teachers on: (1) beginning the school year; (2) time management; (3) discipline; (4) expectations; (5) motivation; and (6) instruction. Another article, "Coaching--A Powerful Strategy for Improving Staff Development and Inservice Education," addresses a technique for increasing teacher-to-teacher collaboration and providing feedback for individual teachers about the effectiveness of their instructional methods. A detailed outline of the Effective School Program conducted by McREL is presented in the final article. (CB)

ED 272 521 TM 860 426

Mershon, Clarence
How Parkrose Improved Its Testing Program Using the Rasch Model.
PUB DATE- 17 Apr 86
NOTE- 27p.; Paper presented at the symposium, "Taming the Rasch Tiger: Using Item Response Theory in Practical Educational Measurement," at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 17-20, 1986). For other symposium papers, see TM 860 424-428.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Criterion Referenced Tests; Elementary Secondary Education; Graduation Requirements; Graphs; *Latent Trait Theory; Mathematical Models; *Standardized Tests; *Testing Programs; *Test Theory
IDENTIFIERS- Calibration; *Parkrose School District OR; *Rasch Model

In 1972, the Oregon State Department of Education changed its standards relating to graduation requirements after a survey revealed concern that the high school diploma had lost its credibility. Parkrose School District developed a goal-based curriculum and measurement program to meet the new requirements. From the program's inception, District leadership perceived the state mandate as an opportunity to re-define curriculum in certain critical areas and to develop a program to monitor student performance in those areas. Coincidentally with goal-based curriculum definition, criterion referenced tests were developed to assess student performance in reading, language, mathematics and science. As these developments progressed, issues surfaced that required attention and resolution, including: (1) district curriculum vs. "teacher" curriculum; (2) test items vs. curriculum; (3) number of items for goal coverage; (4) timeliness in reporting results; (5) test security; and (6) standards. Tests were developed to measure achievement with respect to defined learner outcomes,

and development teams wrote test items referencing specific goals. The District established a performance standard at 80% for most skill areas. Reporting and scoring time was reduced, and a testing coordinator administered the tests to assure security. The availability of computer software allowed for a student database, and provided the capability of applying Rasch and other test analysis techniques. Appendices include graphic profiles of standard performance trends. (JAZ)

ED 272 563 TM 860 479

Rosenholtz, Susan J.
Needed Resolves for Educational Research.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 27p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Ladders; *Data Collection; Educational Change; *Educational Research; Elementary Secondary Education; *Minimum Competency Testing; Skill Development; *Standards; Student Behavior; Teacher Effectiveness; Teacher Evaluation; *Teacher Motivation; Teacher Responsibility
IDENTIFIERS- *National Center for Education Statistics

This paper: (1) provides the conceptual underpinnings of the knowledge about effective school practices that bear directly on the quality of the teacher workforce; and (2) analyzes current policy decisions and their ability to affect positive changes. Working conditions enhancing teacher commitment, retention, and teaching effectiveness are examined across a wide range of studies. Teacher rewards, teacher certainty and skill development are considered as variables affecting teacher commitment. Teacher evaluation, buffering, managing student behavior, teacher isolation, faculty collaboration, participation in decision-making, and organizational rigidity and flexibility are discussed as organizational determinants of teacher commitment. Other major points discussed are standards for student learning and career ladders. Some states have begun to set skill-specific standards and learning sequences that all teachers must cover in the curriculum. Periodic testing of students is used to monitor the conformity to new standards. However, use of minimum competency tests can result in unintended negative consequences and lowered teacher commitment. Career ladder plans offer teachers increased salaries and status in return for additional responsibilities. A five-page bibliography is appended. (JAZ)

Holland, Paul W.; Thayer, Dorothy T.
Differential Item Performance and the Mantel-Haenszel Procedure.
PUB DATE- Apr 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Hypothesis Testing; *Item Analysis; *Latent Trait Theory; Mathematical Formulas; *Response Style (Tests); Statistical Analysis; *Test Bias; Test Items
IDENTIFIERS- Chi Square; *Differential Item Performance; *Mantel Haenszel Procedure

The Mantel-Haenszel procedure (MH) is a practical, inexpensive, and powerful way to detect test items that function differently in two groups of examinees. MH is a natural outgrowth of previously suggested chi square methods, and it is also related to methods based on item response theory. The study of items that function differently for two groups of examinees, originally called item bias research, focuses on the fact that different groups of examinees may react differently to the same test question. The preferred, more neutral, term is differential item functioning (DIF). In studying DIF, members of the focal group and the reference group should be comparable. The item data may be arranged into 2 x 2 tables. Chi square procedures test a hypothesis, but do not produce a parametric measure of the amount of DIF exhibited by the studied item. The MH chi square test provides a measure of the size of the departure of the data from the null hypothesis. The data are presented in 2 x 2 tables, and the measure of DIF is in the scale of differences in item difficulty as measured in Educational Testing Services delta scale. MH is significantly less expensive to use than item response analyses. (GDC)

ED 272 591 UD 024 370

Cervantes, Robert A.; Castaneda, Celia Z.
"Classroom" of the Future: 2058 AD.
San Diego State Univ., Calif. National Origin Desegregation Assistance (Lau) Center.

PUB DATE- 84
NOTE- 10p.; In: Educational and Societal Futures: Meeting the Technological Demands of the 1990s. Proceedings of a Conference (Anaheim, California, April 28, 1983); see UD 024 362.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum; Elementary Secondary Education; *Futures (of Society); Language Role; Prediction; Teacher Student Relationship; *Technological Advancement

What the classroom of the next century will be like can only be speculated upon, but, almost certainly, any changes will require self-examination of the human essence in relation to technology. One outcome of technological change may be increased freedom for humans to relate to each other on a more human basis. Also, it appears that education will undergo a major shift from the present product (fact) orientation to a more humanitarian (unification) orientation. Consequently, education will become a resource network involving the use of data banks, peer learning, mentors, and parents. There will be greater participation of students in their own learning, and teachers will assume the role of learning brokers. Classroom work will tend to take a seminar form, but often education will occur outside of traditional schools, via telecommunications to mass audiences, through apprenticeships and use of mentors. Present sociocultural issues will be transcended through recognition of diversity as something positive. Easier communication will become possible with the use of binary codes, instant electronic translation, holistic language learning, and mental telepathy. Processes and skills development will receive greater focus than facts, per se, and higher order cognitive abilities will develop. (KH)

ED 272 397 SE 046 893

Newman, John B.
From Icons to Paradigms in Light and Color.
PUB DATE- 86
NOTE- 30p.; Paper presented at the Joint Meeting of the American Association of Physics Teachers and the American Physical Society (Atlanta, GA, January 27-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Science; Color; Higher Education; *Light; Models; *Physics; *Problem Solving; Science Education; *Science Instruction; Science Materials; Teaching Methods

An approach which is designed to help students better understand the utility of models in understanding and doing physics, specifically in a course in light and color, is described in this paper. Explanations are given and illustrations are provided of an analogue model of waves which assist in the creation of an abstract model to deduce Snell's Law. A series of viewgraphs and overlays are included. The advantages of this approach are that (1) students see the evolution from a demonstration of the phenomena through the typology to the abstract model which can be proposed as a paradigm; (2) the proposed paradigm can be tested by its power in deducing previously obtained empirical results; and (3) students are enabled to acquire a better understanding of the use of models in doing physics. (ML)

ED 272 412 SO 017 322

Novak, John M.
Toward an Integrated Theory of Inviting: Skills, Craft, and Art.
PUB DATE- Apr 86
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; Behavior; Behavioral Science Research; *Behavior Theories; Educational Objectives; Educational Philosophy; Educational Practices; Educational Principles; *Educational Theories; Integrated Curriculum; *Social Behavior; Social Science Research; Student School Relationship; Teacher Student Relationship
IDENTIFIERS- Dewey (John); *Invitational Education

The paper argues that the theory and practice of invitational education (which is an experiment in cooperative living) can be better articulated and implemented if its foundations and range are re-examined. Using a constructivist-critical method of analysis, the Snygg-Combs theory of perception is shown to be lacking as foundation because of its inadequate social dimension. Next, the wide-lens view of inviting success is contrasted with the context specific model for inviting educative events. It is suggested that they are complementary. Finally, the dimensions of skills, crafts, and art are analyzed and shown to be key concepts for developing an integrated invitational theory of educational practice. A diagram, footnotes, and bibliography are included. (Author/TRS)

A Woman's Place...Everyplace: A Bibliography.
San Diego County Office of Education, CA.
PUB DATE- Sep 85
NOTE- 28p.; Revision by Joanne Odenthal, in cooperation with the Media Services Section.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; *Females; *Sex Fairness; *Sex Role; *United States History; *Womens Studies

An annotated bibliography of fiction, nonfiction, and biography, this booklet serves as an aid to introduce young people to literature about women and girls that is free of female sex-role stereotyping. Titles were chosen that portray women in a positive image. The fiction resources show women as active, assertive, creative individuals in a wide variety of situations, and the nonfiction titles include biographies and career information. Over 140 titles are coded to indicate grade level: primary, intermediate, and junior high school. (BZ)

ED 272 444 SO 017 434

Nowlin, Isabel
Famous Presidents Unit, Third Grade.
PUB DATE- 29 Apr 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activities; Grade 3; Group Activities; *Presidents; Primary Education; *Social Studies; *United States History; Units of Study
IDENTIFIERS- *Lincoln (Abraham); *Washington (George)

This teaching unit is composed of six parts: (1) content outline, (2) unit goals, (3) objectives, (4) activities, (5) evaluation plan, and (6) bibliography. The content of the unit centers on the lives of George Washington and Abraham Lincoln. Specifically it investigates what made these men exceptional heroes, and it differentiates between facts and legends. It reviews the early lives of both men, their early careers and presidencies. Unit goals address the content, and in addition, focus on building a historical time sequence, helping students appreciate the work of great people without feeling the need to believe tall tales, and develop an enjoyment in learning about the past. Specific behavioral objectives are keyed to unit goals and activities, which include nodifying the room environment for the study, a pretest of presidential knowledge, developing a definition of history, building personal time lines, making myths, developing the concept of President, viewing films and reading books on the lives of George Washington and Abraham Lincoln, mapping, and performing a small play. The unit evaluation closely parallels the activities and is based on a point system. A 21-item annotated bibliography of teacher and student resources is appended. (JDH)

ED 272 459 SP 027 836

Bordelon, V. Paul; Kantor, Jeffrey E.
Utilization of Psychomotor Screening for USAF Pilot Candidates: Independent and Integrated Selection Methodologies. Final Report for Period March 1978-August 1984.
Air Force Human Resources Lab., Brooks AFB, Texas.
REPORT NO.- AFHRL-TR-86-4
PUB DATE- Jul 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aircraft Pilots; *Computer Assisted Testing; Eye Hand Coordination; *Psychomotor Skills; *Tactual Visual Tests; Test Validity
IDENTIFIERS- *Air Force

The described program was designed to capitalize on state-of-the-art technologies in computer-aided testing to develop accurate measures of psychomotor ability (eye-hand coordination) and then to investigate different ways to use these psychomotor measures in the selection of pilot training candidates. This report documents the validation of two tests of psychomotor ability against U.S. Air Force Undergraduate Pilot Training (UPT) performance, and development of strategies to incorporate this information into the U.S. Air Force selection system. The two tests, Two-Hand Coordination and Complex Coordination, differentiated between UPT graduates and eliminees as between fighter- and non-fighter-recommended students. This differentiation can be used through the psychomotor screening system as an additional selection gate for UPT candidates. Three Integrated Pilot Candidate Selection Models use all available information, including psychomotor measures, to improve attrition and quality in UPT candidates and also reduce the rejection of potential graduates. These models can also be used to screen minorities and women without bias. (JD)

ED 272 492 SP 027 906

Teacher Development in Schools. A Report to the Ford Foundation.
Academy for Educational Development, Inc., New York, N.Y.
REPORT NO.- ISBN-0-89492-058-8
PUB DATE- 85
NOTE- 63p.
AVAILABLE FROM- Academy for Educational Development, 680 Fifth Ave., New York, NY 10019 ($6.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developmental Stages; *Educational Environment; *Leadership Qualities; Mentors; *Professional Development; Teacher Education; *Teacher Effectiveness; *Teacher Responsibility

This report deals with teachers' professional development on the job within the context of teaching in schools. It links the quality of learning--and the opportunity to learn--to the quality of a teacher's capacity to know what to teach, how to teach, and to whom. Comments are made on the academic preparation of new teachers and the ways teachers continue to develop while teaching. A discussion is presented on different kinds of strength among teachers in such areas as academic scholarship, knowledge about children, pedagogy, and the ability to counsel others. Examples are outlined to demonstrate how strengths in individual teachers can be used to help other teachers develop on the job. Finally, the report deals with the implications of teacher development in schools for school leaders--the principal, the school districts, the superintendent--as well as for teacher organizations, state education agencies, and colleges and universities. The appendixes include Ford Foundation activities related to teacher development in schools. (JD)

ED 272 536 TM 860 452

Barro, Stephen M.
NCES Data on School Finance and Teachers: Assessment and Recommendations. Revised.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 35p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
CONTRACT- NIE-P-85-9521
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Data Collection; *Educational Finance; *Elementary School Teachers; Elementary Secondary Education; *Information Needs; *National Surveys; Needs Assessment; Research Needs; Resource Allocation; School Funds; *Secondary School Teachers; State Surveys; Teacher Effectiveness; Teacher Salaries; Teacher Supply and Demand
IDENTIFIERS- Common Core of Data Program; *National Center for Education Statistics

Two categories of elementary-secondary data collected by the National Center on Education Statistics (NCES) are discussed: teacher data, and school finance data. Current NCES practices and their limitations are discussed, additional data needs for research and policymaking are identified, and modifications for data collection are suggested. Teachers are viewed as one aspect of educational resources for which finances are allocated. Current NCES financial data collection, which includes the Common Core of Data (CCD) State Fiscal Report and Public School District Finance Report, distinguish the sources of revenue and the types of services supported. State data are reported in the Condition of Education and Digest of Education Statistics. Problems with these reports include the time lag before publication, the lack of published data on school district-level expenses and revenue, and the changes in data categories used, with decreasing detail. This makes it difficult to relate expenditure data to information about resources. NCES has collected very little data on teachers, even though concerns about teacher quality, compensation, and supply and demand are high. Inter-school district comparative data are badly needed. Suggestions for improvement include compilation of state-by-state data on teacher characteristics, construction of a general database, study of teacher pay systems, and longitudinal studies. (GDC)

Brown, Rexford
Reconnecting Youth: The Next Stage of Reform. A Report from the Business Advisory Commission.
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Oct 85
NOTE- 52p.
AVAILABLE FROM- ECS Distribution Center, 1860 Lincoln Street, #300, Denver, CO 80295 ($10).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; Dropouts; Economically Disadvantaged; Educational Improvement; Educational Policy; *Education Work Relationship; *School Business Relationship; Secondary Education; Unemployment; *Youth Employment; *Youth Problems

This report suggests ways in which educational and business leaders can work together to address the problems of a growing proportion of young people who are not making successful transitions from school to productive adult lives. Different types of at-risk students are identified, and factors behind their disconnection from school via dropping out, and work, are detailed. Teenage unemployment is disproportionately high, and minority unemployment is even higher. Next, recommendations are presented to education leaders, business, government, and social service leaders, and policy makers. Leaders in all sectors are called upon to raise the visibility of the problem, sponsor debate, replicate successful programs, and take the necessary risks to restructure inefficient bureaucracies and create a competitive climate for ideas. Successful programs in both the private and public sectors are described. Finally, the report lists the members of the Business Advisory Commission. A six-page list of recommended readings is included. (KH)

ED 272 352 RC 015 869

Qoyawayma, Polingaysi
No Turning Back: A Hopi Indian Woman's Struggle to Live in Two Worlds. As Told to Vada F. Carlson.
REPORT NO.- ISBN-0-8263-0439-7
PUB DATE- 64
NOTE- 196p.

AVAILABLE FROM- University of New Mexico Press, Albuquerque, NM 87131 ($7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Books (010)
DESCRIPTORS- American Indian Culture; *American Indian Education; *American Indian History; American Indians; Autobiographies; *Biculturalism; Cultural Awareness; *Cultural Background; Culture Contact; Educational Improvement; Educational Innovation; Personal Narratives; Role Models; *Teaching (Occupation)
IDENTIFIERS- Arizona; *Hopi (Tribe); *Qoyawayma (Polingaysi); Reminiscence

For high school and adult readers this autobiography of Polingaysi Qoyawayma (Elizabeth Q. White) relates a Hopi Indian woman's struggle to adjust to an alien culture and to develop teaching methods to bridge the gap between Indians and the white world. Information on Hopi legends and ceremonies introduce the reader to the Hopi way of life. Born in 1892 at Old Orabai, Arizona, Polingaysi's early childhood coincided with changes in the old ways of Hopi life and growing influence of white missionaries and traders. She saw education as a way to better her condition and that of her family and left the pueblo to attend a government school and the Sherman Institute. She was befriended by and worked for white teachers and Mennonite missionaires, developing her gift for singing and trained for mission work. She discovered an interest in and ability for teaching and became the first Hopi to teach in Hopi schools. She developed innovative teaching methods using familiar stories and experiences to teach English and persisted despite opposition from white teaching staffs. She established funding efforts for college scholarships for Hopi students and after retirement from the career described in the book, became a prize-winning potter. (LFL)

ED 272 367 SE 046 695

Mathematics 7-8. Minimum Standards Leadership Series 1985.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.
PUB DATE- Feb 86
NOTE- 100p.
AVAILABLE FROM- Ohio Department of Education, Division of Elementary and Secondary Education, 65 South Front Street, Columbus, OH 43215.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Algebra; *Cognitive Objectives; Computation; Computers; *Curriculum Development; *Grade 7; *Grade 8; Instructional Improvement; Junior High Schools; Learning; Learning Disabilities; Mathematics Anxiety; *Mathematics Education; Objectives; Secondary Education; *Secondary School Mathematics; Sex Bias; Time on Task

Guidelines concerning the development, supervision, and implementation of seventh and eighth grade mathematics curricula are presented in this document. Section one gives a brief overview of the grades K through six curriculum, providing terminal objectives for grade six. Section two describes traditional tasks in the curriculum for grades seven and eight and discusses Algebra I. The third section addresses specific curriculum components: (1) variables and literal expressions; (2) equations and inequalities; (3) geometry; (4) measurement; (5) probability and combinations; (6) problem solving; (7) applications; (8) functions and relations; (9) statistics; (10) technology; and (11) numbers and numeration. Each component is discussed, with specific objectives and sample problems and activities. The fourth section identifies and discusses questions related to specific and crucial issues in mathematics education. They are: (1) time on task; (2) calculators and computers; (3) mathematics anxiety; (4) sex equity; (5) ability grouping; (6) learning disabilities; and (7) teacher preparation. Also, the Second International Study of Mathematics is reviewed. The appendices contain resource material for each of the issue areas except mathematics anxiety, and also the solution to problems given as examples in section three. (JM)

ED 272 550 TM 860 466

Hersh, Richard H.
Organizational Efficacy as a Research Focus for School Improvement.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 16p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Data Collection; Educational Change; *Educational Environment; *Educational Facilities Improvement; Educational Improvement; Elementary Secondary Education; Information Needs; *Institutional Characteristics; Interaction; *School Effectiveness; *School Organization; Teacher Effectiveness
IDENTIFIERS- *Effective Schools Research

A number of researchers, as well as practicing teachers and administrators, have reached similar conclusions about what makes a school effective: (1) the behavior of teachers, administrators, and students; (2) the quality, as well as the quantity of effort, materials, and time; and (3) the curriculum--both what is taught and how it is taught. The social organization of an effective school promotes school-wide conditions for teaching and learning: clear academic and behavioral goals, discipline, high expectations, teacher efficacy, caring, rewards, leadership, and community support. Instruction and curricular conditions involve time on task, homework, student evaluation, variety of teaching strategies, and student responsibility. The cumulative, or synergistic, effects of these characteristics may be very significant; a critical mass of these conditions is labelled organizational efficacy. Further research is needed in order to identify the contributions of each of these factors or combinations of them in successful schools. (GDC)

ED 272 578 TM 860 494

Ackerman, Terry A.

An Examination of the Relationship between Normalized Residuals and Item Information.

PUB DATE- Apr 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Computer Simulation; Educational Research; Error of Measurement; *Goodness of Fit; *Item Analysis; Item Banks; Mathematics Tests; Statistical Studies
IDENTIFIERS- Normalizing Transformation; *Residuals (Statistics)

The purpose of this paper is to present two new alternative methods to the current goodness of fit methodology. With the increase use of computerized adaptive test (CAT), the ability to determine the accuracy of calibrated item parameter estimates is paramount. The first method applies a normalizing transformation to the logistic residuals to make them more interpretable. The second method translates residuals directly into a loss of information statistic. Both methods require a CAT simulation to accurately assess the ability range over which an item would most likely be chosen. Results suggest that the lack of fit in the logistic regression should not be a major concern in developing a CAT item pool. Suggestions for further research are made. (Author)

ED 272 606 UD 024 998

Project GET SET, 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 31p.; For 1983-84 OEA Report, see ED 260 152.

GRANT- G00-830-2142
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Career Guidance; *Counseling Services; *English (Second Language); Hispanic Americans; Immigrants; Junior High Schools; Junior High School Students; Limited English Speaking; *Native Language Instruction; Peer Teaching; Secondary School Curriculum
IDENTIFIERS- New York (Bronx)

This project, in the second year of a three-year funding cycle, serves approximately 100 Hispanic students of limited proficiency in both English and Spanish at two junior high schools. Both schools had high enrollments (over 50 percent) of Hispanic students and were located in economically depressed areas of New York City. Project goals include: (1) to reinforce English language skills, especially reading and writing; (2) to improve language arts skills in the students' native language (Spanish); (3) to offer counseling support services; and (4) to offer career guidance services. In addition, two students from a nearby high school served as peer tutors in English reading, and curriculum materials appropriate to the students' needs were developed. Implementation was delayed due to a reduced level and late receipt of funding, a change in sites, and difficulties finding and hiring appropriate staff. In spite of these problems, student achievement data indicate significant gains in English language development, native language mastery, and career awareness. Recommendations for the final year of project operation include an on-site location for the project director's office, a re-evaluation of the number of tutorials each student is expected to attend, and more complete collection of data necessary for assessment of the project's success. (MCK)

Bishop, Beth A.; Anderson, Charles W.
Evolution by Natural Selection: A Teaching Module. Occasional Paper No. 91.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 86
NOTE- 58p.; For other teaching modules in this series, see SE 046 875 and SE 046 877.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824-1034 ($5.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Science; Ecology; *Evolution; Genetics; Higher Education; Learning Modules; *Misconceptions; Preservice Teacher Education; Problem Solving; *Science Activities; Science Education; Science Experiments; Science Instruction; Secondary Education; *Secondary School Science
IDENTIFIERS- Alternative Conceptions; *Natural Selection

Designed to address the major conceptual problems associated with evolution and variation and survival in populations, this module can be used with high school students or college nonscience majors including those in elementary education. It is one in a series developed by the project "Overcoming Critical Barriers to Learning in Nonmajors' Science Courses." The materials offer guidance to teachers in diagnosing student deficiencies, in creating dissatisfaction with misconceptions, and in providing opportunities for application and practice. This module contains: (1) an introduction (specifying the critical barriers to understanding natural selection and explaining how to use the module to overcome these barriers); (2) diagnostic test and commentary (designed to be used as a pretest and/or posttest); (3) materials for lecture or discussion with commentary (consisting of a series of copy-ready masters for use as overhead transparencies and student handouts on evolution by natural selection); (4) laboratory activities and commentary (including a lesson on the evolution of "bead bugs"); and (5) problem sets (addressing the value of variation of traits to the process of natural selection and the nature of adaptive traits). All instructional materials for the students are juxtaposed with instructor commentaries. (ML)

ED 272 429 SO 017 371

The Statue of Liberty: Books for Kindergarten through Grade 8.
San Diego County Office of Education, CA.
PUB DATE- Apr 86
NOTE- 5p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; *Immigrants; *Instructional Materials; *United States History
IDENTIFIERS- *Statue of Liberty

This short annotated bibliography of books for students in kindergarten through grade 8 contains information on the history of the Statue of Liberty and its renovation that will enable students to learn more about this important American symbol. In addition to the eight books listed, information is provided on a photograph collection, a teacher's guide, a sound filmstrip program, and a classroom drama. (BZ)

ED 272 476 SP 027 863

Brown, J. A.; And Others
Principal Practicum Participants: Analysis of Role Perceptions.
PUB DATE- 1 Jun 86
NOTE- 80p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Winnipeg, Manitoba, June 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; Foreign Countries; Higher Education; Preservice Teacher Education; Role Perception; Student Role; *Student Teachers; *Student Teacher Supervisors; *Student Teaching; *Teacher Role
IDENTIFIERS- Ontario; University of Western Ontario (Canada)

This study sought to determine the perceptions of preservice student teachers, cooperating teachers, and faculty supervisors regarding their roles and responsibilities. A total of 337 students, 38 faculty members, and 169 cooperating teachers responded to a questionnaire which elicited perceptions about role specific practicum activities connected with the practicum of the Bachelor of Education program at the University of Western Ontario. Respondents gave information on their beliefs about: effective teachers; teacher education goals; recruitment of associates; reasons for practicum involvement; factors in the development of supervisory skills; characteristic preparation for practicum sessions; transfer of course learnings to the practicum; activities which should occur during the practicum; post-lesson consultation; student teacher evaluation; background factors related to practicum success; attainment of practicum objectives; practicum satisfaction; and practicum improvement. Results indicate there was substantial intergroup agreement about priority goals for teacher education and teacher effectiveness; however, within role subgroups, there were significant differences associated with program variables. References and study data are included. (CB)

ED 272 493   SP 027 907

Joyce, Bruce R.
Improving America's Schools.
REPORT NO.- ISBN-0-582-28580-1
PUB DATE- 86
NOTE- 132p.
AVAILABLE FROM- Longman Inc., 95 Church Street, White Plains NY 10601 ($12.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Change Strategies; *Educational Improvement; *Educational Innovation; Educational Policy; Elementary Secondary Education; Government Role; *Improvement Programs; Program Development

This book presents an argument for school improvement and explains how it might be conducted. Three stages of evolutionary school improvement are identified and described: refinement, renovation, and redesign. It is suggested that the real task is not only innovating improvements; the real task is uniting teachers, administrators, and community members to develop an environment in which the continuous improvement of education is normal. Part 1 of this book "Realistic Idealism," explores common ideas about our schools and the problem of developing school improvement programs. Part 2, "Visions of Effective Schooling," presents a model of a school for the future and uses this model to stretch the readers' imaginations. Part 3, "Down-Home School Improvement," examines a program for school improvement based on recent research about changes in education. Some attention is given to the role of school districts and Federal and state initiatives. A bibliography and index are provided. (JD)

ED 272 509 SP 027 981

Lang, H. R.; Petracek, R.

The Model of Teacher Education Suggested by the Literature on Reform.

PUB DATE- Jun 84
NOTE- 31p.; Reference list contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Improvement; Educational Research; Foreign Countries; Higher Education; Literature Reviews; Preservice Teacher Education; *Program Improvement; *Teacher Education Programs
IDENTIFIERS- Canada

Drawing upon literature on the reform of teacher education, this paper identifies major areas in which there is continuing research or a need for more research. These areas are: (1) the purpose of teacher education; (2) teacher effectiveness; (3) the professional components of teacher education programs; (4) recommendations emerging from graduates; (5) appropriate delivery schema for teacher education; (6) lifelong professional growth; (7) academic professional and application components; and (8) teaching knowledge and competence. A discussion is included on desired modifications in the academic, professional, and applied components. Recommendations based on the reform literature are made. A model for teacher education is presented using common suggestions and inferences from the literature. A three-page reference list is appended. (JD)

ED 272 564 TM 860 480

Scott-Jones, Diane
Assessing American Education: Shrinking Resources, Growing Demands.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 26p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescent Development; Bilingual Education; Child Development; Computers; *Data Collection; Dropout Rate; *Educational Assessment; Elementary Secondary Education; *Equal Education; Longitudinal Studies; Preschool Education; Private Schools; *Research Design; *Research Needs; Teacher Education; Teacher Salaries; Teaching Methods

There is a need for educational research even during financial difficulties. Wisdom and efficiency in spending, careful data collection, and collaboration among agencies should be important goals while resources are scarce. Considering the situation, this paper describes critical issues in elementary and secondary education and the manner in which national data collection efforts might address these issues effectively. The critical issues include the equal importance of equity and excellence as goals of American education. Several phenomena related to the goals of equity and excellence are discussed, including bilingual education, private schools, use of computers in schools, drop-outs, and the transition from school to work. A second major issue is the development of students from childhood through adolescence. Developmental issues include longitudinal studies, especially of elementary school children, preprimary school programs, and adolescent development. The quality of instruction, including teacher preparation and classroom processes, and public perceptions of education are discussed as well. A five-page reference list is included. (JAZ)

ED 272 592 UD 024 371

Fisher, Janet Cameron
Career and Work in the 1990's: A Challenge to Our Present Educational Focus.
San Diego State Univ., Calif. National Origin Desegregation Assistance (Lau) Center.
PUB DATE- 84
NOTE- 6p.; In: Educational and Societal Futures: Meeting the Technological Demands of the 1990s. Proceedings of a Conference (Anaheim, California, April 28, 1983); see UD 024 362.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications; Curriculum Development; *Education Work Relationship; *Employment Patterns; *Futures (of Society); Job Training; *Minority Groups; Student Needs; Technological Advancement

By 1980, 50 percent of all Americans were employed in information-related careers, and it is estimated that by 1990, the "Information Society" will have captured 70 percent of careers. The number working in heavy industry today will be reduced 80 percent by the year 2000. As a result of these employment changes, together with the coming revolutions in electronics and biology, careers will continue to show dramatic change. A question often raised is whether the projected population of the future will have the skills for the future. Unless changes occur in the educational process, the gap between minorities and the mainstream population will become even greater.To prepare students for the employment of the future, educators need to reassess the skills the students are now being taught. Many specific skills in technological areas will be needed, but the most important tools that can be provided for youth are those of analysis, judgment, and critical thinking. Activities to develop these skills can be incorporated into any subject area. "Introducing a Futures Perspective into the Career Education Curriculum," published by the Office of the Los Angeles County Superintendent of Schools, provides a series of lessons designed to teach students to think critically about themselves and the future. (KH)

experience, however, than females. (A six-page reference list concludes the document.) (Author/KH)

ED 272 621 UD 025 025

Bibliography on Teenage Pregnancy.

Consumer Health Information Program and Services (CHIPS), Carson, CA.

PUB DATE- 86

NOTE- 6p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Adolescents; Books; *Early Parenthood; Filmographies; Parent Child Relationship; Parent Role; *Pregnancy; *Pregnant Students; Secondary Education; Sexuality

This unannotated bibliography lists 44 books on teenage pregnancy. Publisher, date, price and ISBN number are supplied in each instance. The list is divided into the following five sections: Reference; General; Parenthood; Sexuality; and Teen-Parent Relations. Two additional sections list five films and four pamphlets respectively. One of the pamphlets is listed both in its English and its Spanish versions. (KH)

ED 272 398 SE 046 899

Undergraduate Science, Mathematics and Engineering Education.
SPONS. AGENCY- National Science Foundation, Washington, D.C. National Science Board.
REPORT NO.- NSB-86-100
PUB DATE- Mar 86
NOTE- 67p.; Prepared by the National Science Board Task Committee on Undergraduate Science and Engineering Education.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; *College Mathematics; *College Science; College Students; Educational Facilities; *Engineering Education; *Government Role; Higher Education; Mathematics Education; Research and Development; School Business Relationship; Science Education; *Technology
IDENTIFIERS- National Science Foundation

An analysis of the current condition and trends in United States undergraduate education in the sciences, mathematics, and engineering is provided in this report. It contains suggestions for actions to be undertaken by academic institutions, the States, federal agencies, the private sector, and the National Science Foundation (NSF) and reflects the opinions of a broad cross-section of persons knowledgeable in science and technology. Information is presented in four major sections. These are: (1) executive summary (reviewing the conditions of undergraduate education and outlining recommendations); (2) findings (presenting information on the overall condition of undergraduate education, on students, faculty, and their implements, and on disciplinary and institutional perspectives); (3) conclusions and recommendations (synthesizing findings related to the state of undergraduate science, mathematics, and engineering education and offering a model and description of program elements that are needed for a balanced undergraduate program); and (4) appendices (containing information on programs and projects and citations to reference materials). (ML)

ED 272 413 SO 017 323

Scheirer, Elinor A.
A Model for Collaborative Ethnography in Schools from an International Perspective.
PUB DATE- Apr 86
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; Cooperative Programs; Cross Cultural Studies; Educational Anthropology; *Educational Cooperation; Educational Practices; Educational Research; *Ethnography; *International Education; Social Science Research; Sociology
IDENTIFIERS- Collaborative Inquiry; Collaborative Research

The paper examines how collaboration might occur when research in comparative education employs ethnographic techniques. Following a brief review of the literature, a set of principles and a model for collaborative ethnography in school-based research are presented in order to provide direction for future research where the active involvement of those who live in the environment studied is desired. This process can illuminate educational concerns shared internationally. The model outlines the interactions among school staff members and researchers when they work together to understand fully the nature of educational events and practices. Several stages in the process suggest how the research relationships can develop over time in order to achieve this level of collaborative ethnography. The paper responds to several concerns raised by the issue, among them how any set of principles or models of collaborative ethnology in an international context could be applied to ethnographic efforts in other settings more typically faced by educational researchers. A five-page reference list is appended. (TRS)

ED 272 445 SO 017 435

Pugh, Georganne
Occupations: A Unit Designed for Grades 4 and 5.
PUB DATE- Apr 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activities; *Career Exploration; Grade 4; Grade 5; Group Activities; Intermediate Grades; *Occupations; *Social Studies; Units of Study

This teaching unit is composed of six parts: (1) a content outline, (2) unit goals, (3) objectives, (4) activities, (5) evaluation procedures, and (6) an annotated bibliography. The content of this unit focuses on the personal attributes, education, interests and skills which go into choosing an occupation; the types of occupations; education and training opportunities; goal setting; and qualities of a good worker. Unit knowledge goals address this content. Skill goals focus on helping students learn to ask open-ended questions, set and revise goals, and develop good library skills. Affective goals deal with developing an appreciation for the importance of education, showing an appreciation for the freedom of choice, showing a belief that the qualities of a good worker also help make a good student and citizen, and showing a belief that one has the potential to achieve what one wants out of life. Activities which initiate the unit have the teacher dress and role play six different occupations which represent different categories of workers, including a construction worker, a laboratory scientist, an artist, a teacher, a business executive, and a secretary. Other unit activities include using microcomputer software to identify career interests, introducing trade and reference books to support independent research, playing Monopoly, viewing film strips, interviewing school district personnel, reading to the class, playing "What's My Line?" and role playing selected occupations. Evaluation procedures are closely matched to objectives and include a teacher-made objective test. The appended 27-item annotated bibliography contains a variety of print resources for student use. (JDH)

Health Education Syllabus, Grades K-12.

New York State Education Dept., Albany. Bureau of Curriculum Development.

PUB DATE- 86
NOTE- 82p.; For related syllabi, see SP 027 838-839.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Consumer Education; *Curriculum Development; Diseases; Drug Education; Educational Objectives; Elementary Secondary Education; Environmental Influences; *Health Education; Individual Development; Life Style; Nutrition Instruction; Public Health; Safety Education; *State Standards
IDENTIFIERS- *New York

This syallbus was designed to provide local educational agencies with a framework for establishing a required health education instructional program in New York's public schools. This booklet explains the rationale for health education and the relationship of health education to the goals of the Board of Regents. Attention is given to program components, health education personnel, and using resources, as well as to planning, implementing, and evaluating a health education program. The syllabus also states the expected learning outcomes, including the goals, objectives, concepts, skills, and understanding of health education, and suggests a process for the organization and administration of the program.

Eleven major conceptual areas within health education are covered in the syllabus: (1) human growth and development; (2) emotional health; (3) nutrition; (4) environmental health; (5) family life education; (6) diseases and disorders; (7) consumer health; (8) alcohol, tobacco, and other drug substances; (9) safety, first aid, and survival; (10) community health; and (11) healthful lifestyles. The syllabus is intended for use by administrators, program developers, and teachers. (CB)

ED 272 522 TM 860 427

Thomas, Gregory P.
Information Needs within a Multi-District Environment.
PUB DATE- 17 Apr 86
NOTE- 8p.; Paper presented at the symposium, "Taming the Rasch Tiger: Using Item Response Theory in Practical Educational Measurement," at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 17-20, 1986). For other symposium papers, see TM 860 424-428.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Adaptive Testing; *Criterion Referenced Tests; Data Collection; Difficulty Level; Information Needs; Item Banks; *Latent Trait Theory; Mathematical Models; Measurement Techniques; *Standardized Tests; *Test Construction; Test Items; Test Theory
IDENTIFIERS- Rasch Model

This paper argues that no single measurement strategy serves all purposes and that applying methods and techniques which allow a variety of data elements to be retrieved and juxtaposed may be an investment in the future. Item response theory, Rasch model, and latent trait theory are all approaches to a single conceptual topic. An abbreviated look at each technique explains its particular application. Standardized achievement tests which are prepared by publishing companies are criticized because they evaluate broad areas of curriculum without measuring the particular curriculum of a school district. With the availability of item banks, many individuals develop local criterion referenced tests. This process is time consuming and produces results which over time may not be desirable. As more data becomes available, the emphasis should shift from a particular measurement technique to the development of schemes to examine data drawn from various sources, reflecting a variety of perspectives. Facing the limitations of any testing technique, recognizing the limitations of data collection processes, and applying additional solutions to information problems promises new frontiers to the measurement community. (JAZ)

ED 272 636 UD 025 046

Hispanic School Dropouts and Hispanic Student Performance on the MEAP Tests. Closing the Gap.
Michigan State Board of Education, Lansing.
PUB DATE- Jan 86
NOTE- 149p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Cooperative Education; *Dropout Characteristics; *Dropout Prevention; High Schools; *Hispanic Americans; Limited English Speaking; *Student School Relationship
IDENTIFIERS- *MIchigan

This report presents the findings and recommendations of an in-depth study of the Hispanic youth and the dropout syndrome in Michigan. Following an executive summary, the report is divided into three major sections. The first section describes the procedures, instruments, resources, findings, and conclusions of a statewide survey of Hispanic school dropouts, graduates, and parents which occurred in the 1981-82 school year. The second section describes procedures and findings of an analysis of Hispanic performance on Michigan Educational Assessment Program (MEAP) tests. The third section synthesizes the conclusions of the first two sections, combines them with the principal findings extracted from a review of over 100 related research studies, and recommends a series of preventive strategies. Major findings of the study are that students may be led to drop out by a combination of factors involving school environment, home-school relations, and student attitudes. Statewide, a majority of Hispanic students achieved minimum acceptable levels of performance on the MEAP. Appended are a list of participating schools, questionnaires, and procedures. The student questionnaire, parent questionnaire and cover letters from the Michigan State Department of Education are provided in Spanish as well as English. (KH)

ED 272 353 RC 015 873

Pathway to Self-Sufficiency: Social and Economic Development Strategies of Native American Communities.

Office of Human Development Services (DHHS), Washington, D.C.
REPORT NO.- DHHS-OHDS-85-10013
PUB DATE- 85
NOTE- 36p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; *American Indians; Budgets; Business; *Community Involvement; *Economic Development; Employment Opportunities; *Federal Aid; Federal Indian Relationship; Federal Programs; Hawaiians; Local Government; Program Descriptions; *Self Determination; *Social Services; Tribal Sovereignty; Tribes
IDENTIFIERS- *Administration for Native Americans; Impact

In fiscal year (FY) 1984 the Administration for Native Americans awarded 227 grants for social and economic development strategies (SEDS) which would help Native American communities move toward self-sufficiency. More than half the grants were primarily for economic development; approximately one-third were for improving tribal governments, and about one-tenth were for social development. The remaining grants focused on a combination of activities. The economic development efforts were aimed at establishing or expanding business enterprises, creating employment, and increasing income from natural resources. Numerous tribal governments were strengthened; for example, 44 tribes enacted tribal codes, 13 tribes initiated new tax collection and management systems, and 47 tribes adopted merit employment systems. Grants for social development often contributed to a tribe's economic development as well. Grants establishing day care centers and service networks to help the elderly and alcohol and drug abusers provided needed social services as well as jobs for tribal members. This report summarizes numerous projects implemented by American Indian, Native Hawaiian, and Alaska Native communities. Appendices include a summary of expenditures for FY 1984, a list of grant recipients, and graphs showing the impact of SEDS grants on Native American employment and economic growth. (JHZ)

ED 272 368 SE 046 696

Corbett, John G.; And Others
Women in Engineering: An Exploratory Study of Enrollment Factors in the Seventies.
National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Mar 80
NOTE- 176p.
CONTRACT- 400-77-0004
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; *College Science; Degrees (Academic); *Engineering Education; Enrollment Influences; Enrollment Trends; *Females; Higher Education; *Sex Bias; Sex Stereotypes; Social Characteristics; Social Influences; Socio Cultural Patterns; Student Attrition; *Student Characteristics; Womens Education
IDENTIFIERS- *Science Education Research

Case studies of women in engineering education in institutions where women's enrollment kept pace with national trends in engineering or exceeded it are presented in this report. Societal forces and trends are reviewed, along with trends in enrollment, attrition, and degrees granted. The professional role of women in engineering is examined. Characteristics of men and women engineering students are compared. Case studies are presented of students from: (1) Vanderbilt University; (2) University of Washington; (3) Purdue University; (4) Colorado School of Mines; (5) Prairie View (Texas) A&M University; and (6) New Mexico State University. These are analyzed by both internal and external factors affecting enrollment, and projections are provided based on the analysis. Case study results are compared with trends found in national assessments. The future of women in engineering is also discussed. References are provided, as well as an annotated bibliography containing 29 entries. (JM)

ED 272 430 SO 017 376

Forsythe, Barbara
A Multidimensional Approach to Teaching Social Studies.
PUB DATE- Apr 86
NOTE- 32p.; Advance seminar paper, Kean College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Achievement Gains; Basic Skills; *Content Area Reading; Elementary Secondary Education; *Learning Strategies; Map Skills; Notetaking; *Skill Development; *Social Studies; Speed Reading; Student Improvement; *Study Skills

The purpose of this study was to determine if a multidimensional treatment in the study of the content area of social studies would help the average and below average student. The 37 fifth-grade students in this study came from a middle-socioeconomic level of north central New Jersey. The 18 students in the experimental sample received special instruction in specific study skills. These skills included surveying, questioning, reading, reviewing, reciting (SQ3R), organizing and reading skills, skimming, note taking, and reading charts, maps and diagrams. The other group of 19 students formed the control sample. After a period of nine weeks, the experimental sample showed a significant increase in student achievement in the content area of social studies as shown on chapter tests given covering the work. Therefore, teachers should develop and use instructional strategies that stress organizational and reading skills in content area courses. (Twenty-two references and three appendices comparing the results of the experimental and control samples are included.) (Author/AG)

ED 272 537 TM 860 453

Berryman, Sue E.
Education and Employment: Substitution Possibilities and the Teacher Labor Force: Supply and Demand.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 21 Jun 85
NOTE- 19p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Career Education; *Data Collection; Educational Research; Elementary Secondary Education; *Information Needs; Job Placement; *Job Training; Labor Market; National Surveys; Occupational Mobility; Occupational Surveys; On the Job Training; Research Needs; *Teacher Effectiveness; *Teacher Supply and Demand
IDENTIFIERS- National Center for Education Statistics

Two major discussions are combined in this paper: (1) learning opportunities, vocational skills, and access to occupations; and (2) data on teachers. Data and analyses are needed in such areas as the supply of scientific and computer personnel to determine oversupplies or shortages, and the relationship of corporate training to other sources of education. It would also be advisable to examine the assumptions underlying federal job training and retraining programs; perhaps retraining is not necessary if the problem is really lack of jobs or low wages. It is not necessarily true that an occupation requires a particular set of job skills and training; skills may be interchangeable, and training may come from a variety of sources. Although this type of research should be conducted in laboratory experiments or observational studies, the National Center for Education Statistics (NCES) and other agencies can provide longitudinal data on sources, amount, and subjects of training, and characteristics of work experience. The second part of the paper discusses the need for data to study teachers and teacher quality. NCES should play a central role in data collection. Data sources include schools and local boards of education, state agencies, practitioners' and policymakers' associations, and statistical and research organizations. (GDC)

ED 272 551 TM 860 467

Hill, Paul T.

The Politics of Educational Data Collection.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 11p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Problems; *Agency Cooperation; *Change Strategies; *Data Collection; Elementary Secondary Education; Federal State Relationship; *Government School Relationship; Information Utilization; National Surveys; *Political Attitudes; Politics of Education; Research Methodology; *Research Problems

IDENTIFIERS- National Center for Education Statistics

Educational data collection may be fraught with problems because of individuals' resentment and resistance to providing data. State and local education agencies often report that data requests from federal agencies represent an administrative burden, especially when they are not an expected part of the personnel workload. Educators may not know why the data are relevant or needed, and may fear that releasing complete data might result in a compliance review, a lawsuit, or embarrassment to the school district or state when it is compared to other school districts or states. There are a number of ways to manage or reduce resistance to providing data, which would be appropriate for the National Center for Education Statistics (NCES): (1) reduce the data reporting burden by sampling only a portion of local education agencies; (2) employ contractors rather than agencies to conduct the surveys; (3) distribute useful reports from the surveys to the participants; (4) enlist Congressional support; (5) reduce the number of surveys conducted by the Office for Civil Rights (OCR); and (6) approach and negotiate with chief state school officers individually, not as a group. (GDC)

ED 272 579 TM 860 496

Ackerman, Terry A.; Spray, Judith A.
A General Model for Item Dependency.
PUB DATE- 19 Apr 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Difficulty Level; *Item Analysis; *Latent Trait Theory; *Mathematical Models; Statistical Studies; Test Items
IDENTIFIERS- *Item Dependency Model; Item Parameters

A model of test item dependency is presented and used to illustrate the effect that violations of local independence have on the behavior of item characteristic curves. The dependency model is flexible enough to simulate the interaction of a number of factors including item difficulty and item discrimination, varying degrees of item dependence, and item order or sequence effects. The model also provides for an ability-by-dependence interaction. Results suggest that the shift in an item's characteristic curve can be fairly dramatic, producing nonlogistic response probability curves. (Author/GDC)

ED 272 607 UD 024 999

Project CAREERS, 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 38p.; For 1983-84 OEA Report, see UD 024 910.
GRANT- G00-830-2145
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; *Career Education; Chinese; English (Second Language); Haitians; High Schools; High School Students; Hispanic Americans; Immigrants; *Multicultural Education; Native Language Instruction
IDENTIFIERS- New York (Queens)

This multi-site project, in its second year of funding, proposed to provide instruction in English as a second language (ESL) and native language arts, in addition to bilingual instruction in mathematics, science, and social studies to 294 Hispanic, Chinese, and Haitian students in grades 9-12 at three high schools. Students varied widely in English proficiency, ability in their native languages, and overall academic preparedness. Instructional goals included: (1) to provide basic academic skills instruction in English and students' native languages; (2) to foster a positive self-concept through study of students' native cultures and American heritage; (3) to encourage academic achievement and high school graduation; and (4) to foster acquisition of basic skills and orientation for careers in health, law and business related fields. Bilingual science classes were offered at all three sites; bilingual mathematics classes at two sites; and bilingual social science classes at one site. Students mastered an average of 1.1 Criterion Referenced English Syntax Test (CREST) objectives per month. Pretest and posttest data were not available, but passing rates in native language arts classes were high. Business/health career course objectives were met. Dropout rates were lower than those of mainstream students, but did not meet the proposed criterion. (MCK)

ED 272 622 UD 025 028

Raivetz, Mark J.
Implications of Mandatory Pupil Assignment for Desegregation. A Review of the Existing Research and a Survey of the District's Parents. Report No. 8402.
Philadelphia School District, PA. Office of Planning, Research and Evaluation.
PUB DATE- Sep 83
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Desegregation Effects; *Desegregation Plans; Elementary Secondary Education; Migration; Minority Groups; *Parent Attitudes; *School Attitudes; *School Desegregation; Whites
IDENTIFIERS- Mandatory Programs; *Philadelphia School District PA

The implications of a mandatory pupil assignment desegregation plan for the racial composition of the School District of Philadelphia are assessed in this report. The first section of the report reviews desegregation literature relating to mandatory pupil assignment. Virtually all of the research indicates that mandatory white reassignments significantly accelerate white flight, but the magnitude of white flight is dependent upon demography, geography, program choices, and attitudes. The second section of the report presents new findings on the desegregation attitudes and program choices of parents in six selected elementary schools in the Philadelphia School District. Among the factors considered in the analysis were: parents' race, level of education, and desegregation condition of their child's school. The three school desegregation conditions present in the district at the time of the survey were: (1) schools with voluntary desegregation programs; (2) schools identified for pairing to achieve desegregation; and (3) schools neither experiencing nor being considered for desegregation. Among the major findings reported are the following: parents are generally in favor of school desegregation and district programs and services; voluntary desegregation strategies are favored by the majority of parents; the quality of education in the school was characterized as being more important than desegregation; and parents were overwhelmingly pleased with the schools their children attend. The report concludes that the basic result of a mandatory plan would be increased white flight. Survey results are presented in tabular form in an appendix. (KH)

ED 272 477 SP 027 864

Report of the 1985-86 Regents/Commissioner's Regional Conferences on Strengthening Teaching in New York State.
New York State Education Dept., Albany.
PUB DATE- Apr 86
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; Noninstructional Responsibility; *State Standards; *Teacher Certification; *Teacher Education; Teacher Recruitment; Teacher Salaries; *Teaching Conditions; Teaching Load
IDENTIFIERS- *New York

This report describes New York State Regents' proposals to increase teacher compensation, improve the conditions for teaching, and to advance recruitment, preparation and retention of a quality teaching force in the state. Included in the report are recommendations on: (1) the professional status of teachers; (2) teacher salaries; (3) teaching load and class size; (4) teacher evaluation; (5) professional discipline; (6) teacher education, admission standards, program quality, field experiences; (7) teacher certification; (8) professional development; and (9) the supply and recruitment of teachers. The report summarizes questionnaire findings, and comments concerning strengthening teaching in the state, based on 10 Regional Conferences and 20 field visits to schools and teacher preparation programs. Regents' proposals and directions for further action to strengthen teaching are also summarized. Several tables are provided. The appendixes include a list of the conference sites; suggestions of conference participants; and the questionnaire used statewide to gather teachers' input. (JD)

ED 272 494 SP 027 910

Ault, Kay

Improving College Teaching through Adapting Learning Styles Theory into Practice.

PUB DATE- Feb 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Midwest Regional Conference on English in the Two-Year College (21st, St. Louis, MO, February 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; *College Students; Higher Education; *Learning Processes; Learning Strategies; Student Attitudes; *Teaching Methods

Learning styles theory on how people learn has been known for at least 25 years. Yet, for the most part, college teachers still dispense information in the traditional lecture/exam method without regard for the differing learning styles of their students. This study, conducted at North Central Technical College in Mansfield, Ohio, demonstrates the feasibility of adapting learning styles theory to college students' learning preferences. A simplified version of McCarthy's 4MAT system was implemented in two General Studies courses. Results demonstrated significant improvement in student attitudes after their experience with the 4MAT model. Conclusions support the effectiveness of teaching to learning styles at the college level, in terms of improved student attitudes and performance, and increased teacher satisfaction and effectiveness in the classroom. Recommendations include institution-wide training in and support for teaching methods which accommodate differing learning styles of students. (Author)

ED 272 510 SP 028 002

Ball, Deborah Loewenberg; Feiman-Nemser, Sharon
Using Textbooks and Teachers' Guides: What Beginning Elementary Teachers Learn and What They Need to Know. Research Series No. 174.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 86
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824-1034 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Curriculum Development; Elementary Education; *Elementary School Teachers; Higher Education; *Information Utilization; *Preservice Teacher Education; *Teaching Guides; *Textbook Evaluation; *Textbooks

Based on data from a longitudinal study of preservice teacher education conducted at a large midwestern university, this paper describes and appraises what prospective elementary teachers in two different teacher preparation programs were taught about textbooks, what they learned, and what they did with these lessons during student teaching. It is suggested that, rather than telling novices not to "teach by the book," teacher educators need to consider contextual constraints and the limits of beginners' knowledge and skills and teach beginning elementary teachers how to learn from using published curricular materials. These issues are explored by addressing four questions: (1) What did the teacher education programs convey about textbooks, planning, and curricular decision making? (2) What did the prospective teachers come to believe about the use of textbooks, about planning, and curricular decision making? (3) What did the student teachers do with textbooks and teachers' guides during student teaching? and (4) What should preservice elementary teacher education programs teach beginning teachers about textbooks and their role in planning and teaching? (Author/JD)

ED 272 565 TM 860 481

Selden, Ramsay W.

Educational Indicators: What Do We Need to Know That We Don't Know Now?

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 19p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Data Collection; *Educational Assessment; *Educational Quality; Educational Trends; Elementary Secondary Education; Evaluation Needs; National Surveys; *Needs Assessment; Outcomes of Education; Parent School Relationship; *Research Needs; School Community Relationship; Teacher Effectiveness; Time Management
IDENTIFIERS- *Educational Indicators; *National Commission on Excellence in Education

There is a need for improved educational indicators in order to determine the nature of the major problems facing American education. Based on the experience of the National Commission for Excellence in Education, this paper tries to provide the basis for identifying a preliminary set of indicators that would be useful to policymakers and that are not currently available. In the input stage of the educational system the indicators would be: amount of time allocated to education, content, standards and expectations, teaching as a practice and as a profession, and leadership and support. Factors identified in the output stage are achievement and retention. There are certain kinds of information which are essential for defining variables but not available, such as: number of students who know basic academic concepts, achievement of students compared to students in other countries, ability of students to solve complex problems, trends in measuring educational achievements, and trends in achievement facing different challenges. Reasons are offered to explain why some of the indicators are not available. (JAZ)

ED 272 369 SE 046 698

Greeno, James G.; And Others
Cognitive Principles of Problem Solving and Instruction. Final Report.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- Office of Naval Research, Washington, D.C.
PUB DATE- Jun 86
NOTE- 67p.
CONTRACT- SFRC N00014-82-K-0613
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Ability; *Cognitive Processes; Computation; Convergent Thinking; Graphs; Information Utilization; *Instructional Design; *Learning Strategies; Logical Thinking; Mathematics Education; Mathematics Instruction; *Problem Solving; Secondary Education; *Secondary School Mathematics; Word Problems (Mathematics)
IDENTIFIERS- Mathematics Education Research

Research in this project studied cognitive processes involved in understanding and solving problems used in instruction in the domain of mathematics, and explored implications of these cognitive analyses for the design of instruction. Three general issues were addressed: knowledge required for understanding problems, knowledge of the conditions for applying problem-solving operators, and strategic knowledge for problem solving. Computational systems were developed in which graphical displays present explicit information to students that allows them to reflect on processes that are usually implicit, construct representations of problem information, specify assignments of variables, and learn from strategic errors. Research is described that provided analyses of cognitive processes on which instructional designs were based, and preliminary empirical results from use of the systems are presented. (Author/JM)

ED 272 384 SE 046 877

Eaton, Janet; And Others
Light: A Teaching Module. Occasional Paper No. 92.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 86
NOTE- 68p.; For other teaching modules in this series, see SE 046 875-876.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824-1034 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Science; *Color; Higher Education; Learning Modules; *Light; *Misconceptions; Physical Sciences; Preservice Teacher Education; Problem Solving; *Science Activities; Science Education; Science Experiments; Science Instruction; Secondary Education; *Secondary School Science; Vision
IDENTIFIERS- Alternative Conceptions

Designed to address the major conceptual problems associated with light and vision, appearances of surfaces, and color, this module can be used with high school students or college nonscience majors including those in elementary education. It is one in a series developed by the project "Overcoming Critical Barriers to Learning in Nonmajors' Science Courses." The materials offer guidance to teachers in diagnosing student deficiencies, in creating dissatisfaction with misconceptions, and in providing opportunities for application and practice. This module contains: (1) an introduction (specifying the critical barriers to understanding light and vision, appearances of surfaces, and color and explaining how to use the module to overcome these barriers); (2) diagnostic test and commentary (designed to be used as a pretest and/or posttest); (3) materials for lecture or discussion with commentary (consisting of a series of copy-ready masters for use as overhead transparencies and student handouts on light and color); (4) laboratory activities and commentary (including exercises on shadows, diffraction grating, and color shadows); and (5) problem sets (containing a problem set on light and vision and one on color). All instructional materials for the students are juxtaposed with instructor commentaries. (ML)

ED 272 399 SO 016 901

Meijer, Henk, Ed.
The Geography of the Netherlands 1964-1984. I.D.G. Bulletin 1983/84.
Information and Documentation Centre for the Geography of the Netherlands, Utrecht.
PUB DATE- 84
NOTE- 61p.; For the 1982/83 I.D.G. Bulletin, see ED 241 416. Photographs and maps may not reproduce clearly.
AVAILABLE FROM- IDG, Geographical Institute, P.O. Box 80 115, NL 3508 TC Utrecht, Netherlands (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Geographic Materials (133) Collected Works - Serials (022)
DESCRIPTORS- Agriculture; Civil Engineering; *Demography; Energy; Environment; *Geography Instruction; Industrialization; Industrial Structure; International Trade; Mining; *Physical Geography; Regional Planning; Specialization; Transportation
IDENTIFIERS- *Netherlands

The 20th anniversary of the establishment of the information and Documentation Center for the Geography of the Netherlands (IDG) occurred on September 21, 1984. To mark this anniversary, the 1983/84 issue of the "IDG Bulletin" is devoted to a review of the past 20 years. The first section consists of four review articles by specialists: (1) "Demography" (F. van Poppel); (2) "Twenty Years of Physical Planning" (J. M. L. K. Kits Nieuwenkamp); (3) "Agriculture and Horticulture: The Age of Specialization" (A. van Dijk); and (4) "From Industrial Emancipation to Restructuring" (M. de Smidt). The second section, "Statistics," concerns statistics in a number of areas that occur frequently in geography education lessons: population and area, working population, agriculture and horticulture, mineral extraction and industry, foreign trade, and environment. The third section, "Brief Notes," gives information about the latest developments in and around the port of Rotterdam, the Delta Project, and the Zuiderzeeworks. It further describes the revision (1983) of the Urbanization Report, some aspects of the production of energy, and pollution of the Rhine. The bulletin concludes with an article by H. S. Verduin-Muller, chairman of the IDG board, describing activities of the IDG over the past 20 years. Appendices provide a bibliography and a sheet index to topographic maps. (LH)

ED 272 414 SO 017 326

Kourilsky, Marilyn; Wittrock, M. C.
Verbal and Imaginal Strategies in the Teaching of Economics.
PUB DATE- Feb 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economics; *Economics Education; Educational Practices; Educational Research; Educational Strategies; Field Studies; High Schools; High School Seniors; *Learning Strategies; Program Effectiveness; Teacher Education Programs; *Teaching Methods
IDENTIFIERS- Verbal Facilitation Effect

The study tested the hypothesis that teaching high school economics concepts first in a familiar mode or symbol system and then elaborating on the concepts in a second or less familiar mode facilitates classroom learning. Using an experimental design, 83 high school seniors were randomly and individually assigned to three separate classes, which in turn were randomly assigned three different classroom instructional treatments, each having a duration of 10 hours and taught by the students' regular economics teachers. It was predicted and found that comprehension of economics is facilitated by a teaching strategy that initially presents the concepts in a familiar verbal mode and then presents them in a more abstract way using graphs or other instructional imagery. The results imply that the type and order of presentation of symbol systems influence the learning of concepts in high school economics classes by facilitating or interfering with the generation of relationships between prior knowledge and new information. The findings also imply that presenting economics concepts in two symbol systems rather than one facilitates learning, provided, contrary to customary teaching methods, the teacher uses the familiar verbal presentation first and follows it with an integrative but less familiar graphic presentation. A 9-item list of references, the instructional treatments, and data tables are appended. (Author/TRS)

ED 272 431 SO 017 377

Parisi, Lynn

Commemorating the Bicentennial of the U. S. Constitution. ERIC Digest No. 31.

Wisconsin Univ., Madison. Applied Population Lab.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 86
NOTE- 4p.
CONTRACT- 400-86-0020
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Education; *Constitutional History; Elementary Secondary Education; History Instruction; Learning Activities; National Organizations; *National Programs; Resource Materials; School Involvement; *United States History
IDENTIFIERS- *Bicentennial; ERIC Digests; *United States Constitution

This overview of nationwide bicentennial efforts with particular relevance for elementary and secondary educators deals with three apsects of the commemoration. First discussed is the programming that national organizations, such as the Commission on the Bicentennial of the U.S. Constitution, Project '87, The American Bar Association (ABA), and the National Council for the Social Studies (NCSS), are undertaking to commemorate the event. Next described are several national participatory school-based programs, including the "Young Scholars Bicentennial Project," sponsored by the National Endowment for the Humanities (NEH); "We the People," a mock trial program and student seminar sponsored by the ABA; a national writing competition for high school students on "The Constitution: How Does the Separation of Powers Make It Work?"; a national "History Day" on "Rights and Responsibilities in History"; and "The Jefferson Meeting on the Constitution: The Constitution in the Classroom." Lastly, examples are given of how schools can work with other educational groups to commemorate the Bicentennial; examples include the James Madison Fellowship Program and a National Bicentennial Competition. A list of 11 pertinent resources and addresses concludes the overview. (CC)

Bowers, Judy
American Megalopolises, Grade 3.
PUB DATE- 29 Apr 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activities; Grade 3; Group Activities; *Metropolitan Areas; Primary Education; *Social Studies; Units of Study; *Urban Areas; *Urban Culture
IDENTIFIERS- United States

This is a third-grade teaching unit on large cities (megalopolises) in the United States. The components of the unit are: (1) a content outline, (2) unit goals, (3) unit objectives, (4) activities, (5) unit evaluation, and (6) bibliography. The content of the unit focuses on defining a megalopolis, noting what can be found in it, its special characteristics and problems. Unit goals address the content areas and include skills of library research and group projects. Attitudinal goals for the unit are to appreciate the cultural benefits of living in a megalopolis and to appreciate cooperative work. Objectives are coded to these goals and their respective activities. Activities for the unit include discussions, films, brainstorming, drawing, library research, small group projects, graphing, writing, and field trips. The unit evaluation is parallel with the unit goals and objectives, and assesses a variety of written work, group projects, and class participation, in addition to including a unit test. A 10-item annotated bibliography is appended and includes both student and teacher resources. (JDH)

ED 272 461 SP 027 838

Physical Education Syllabus, Grades K-12.
New York State Education Dept., Albany. Bureau of Curriculum Development.
PUB DATE- 86
NOTE- 88p.; For related syllabi, see SP 027 837 and SP 027 839.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Athletics; *Curriculum Development; Elementary Secondary Education; *Movement Education; *Physical Education; *Psychomotor Skills; *State Standards
IDENTIFIERS- *New York

This syllabus, designed for use by administrators, program developers, and teachers, provides local education agencies with a framework for establishing a required physical education instructional program in New York's public schools. Information is presented on education laws and commissioner's regulations regarding physical education, as well as philosophies, learner outcomes, and evaluation strategies for physical education progams. Suggestions are given for curriculum development, safety, and interdisciplinary activities in physical education. A checklist is included for guiding the development of an effective instructional program. Psychomotor, cognitive, and affective goals for all types of physical education activities from kindergarten through the secondary level are listed. The appendix deals with students with handicapping conditions, quotes New York legislation on physical education, and provides a checklist for administrators. (CB)

ED 272 523 TM 860 428

Coffman, William E.
Taming the Rasch Tiger: Using Item Response Theory in Practical Educational Measurement.
PUB DATE- 17 Apr 86
NOTE- 8p.; Paper presented at the symposium, "Taming the Rasch Tiger: Using Item Response Theory in Practical Educational Measurement," at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 17-20, 1986). For other symposium papers, see TM 860 424-428.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; *Adaptive Testing; *Computer Assisted Testing; *Item Banks; *Latent Trait Theory; Mathematical Models; Scaling; *Test Construction; *Test Theory
IDENTIFIERS- *Rasch Model

The symposium, "Taming the Rasch Tiger: Using Item Response Theory in Practical Educational Measurement," was organized to deemphasize the technical complexities of item response theory (IRT) and to show the audience how IRT can be used in practical educational measurement. Four papers from the symposium are summarized and comments are made on the uses of the Rasch model. The following points must be considered when using items from item pools that are scaled using the Rasch model: (1) the question of fit to the model is an empirical question to be established and not a theoretical answer to be assumed; (2) achievement test items will not easily fit the Rasch model unless the item pool is divided into a large number of independent sets, one for each specific objective; (3) the interpretation of the numbers produced by the application of the model is important and not the numbers generated; and (4) when proposing to use the Rasch model in generating test scores, recognize that one should understand the model and its implications in order to make sensible interpretations. (JAZ)

ED 272 580 TM 860 499

Tatsuoka, Kikumi K.; Tatsuoka, Maurice M.

Diagnosis of Cognitive Errors by Statistical Pattern Recognition Methods.

PUB DATE- Apr 86
NOTE- 30p.; Paper presented at the Annual Meeting of the Psychometric Society (50th, Nashville, TN, June 1-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; Bayesian Statistics; Cognitive Development; *Computer Assisted Testing; Equations (Mathematics); *Error Patterns; *Fractions; Hypothesis Testing; Junior High Schools; *Latent Trait Theory; Mathematical Models; Probability; *Problem Solving; *Response Style (Tests)
IDENTIFIERS- PLATO; *Rule Space

The rule space model permits measurement of cognitive skill acquisition, diagnosis of cognitive errors, and detection of the strengths and weaknesses of knowledge possessed by individuals. Two ways to classify an individual into his or her most plausible latent state of knowledge include: (1) hypothesis testing--Bayes' decision rules for minimum errors; and (2) bug distribution--how bugs, incorrect rules used to solve problems, are clustered and related. A 40-item test containing subtraction of fraction items was given to 535 junior high school students. A computer program was used on the PLATO system to diagnose erroneous rules of operation. Two common erroneous problem-solving rules were used to illustrate the rule space model. The results were then compared with the results obtained from a conventional artificial intelligence approach. (GDC)

Brown, John F.; McKibbin, Michael D.

Global Societal Trends and the New Technology: Implications for Teacher Credentialing.

San Diego State Univ., Calif. National Origin Desegregation Assistance (Lau) Center.

PUB DATE- 84
NOTE- 13p.; In: Educational and Societal Futures: Meeting the Technological Demands of the 1990s. Proceedings of a Conference (Anaheim, California, April 28, 1983); see UD 024 362.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Computer Science Education; Elementary Secondary Education; *Inservice Teacher Education; *Teacher Certification; *Teacher Qualifications; Technological Advancement
IDENTIFIERS- *California State Department of Education

Contemporary media and communication technology are expanding educational possibilities and probably will alter fundamentally the structure of educational institutions. As yet, however, only the surface has been scratched in applying media and technology to education. Moreover, early experiments, such as closed circuit television, either are not regarded as successful or have not received major acceptance. To make a genuine contribution to effective schooling, new technologies such as computers must be carefully woven into the fabric of the schools. In California, the Commission on Teacher Credentialing for the Future is a state agency that has taken on the task of considering the role of computers in teacher preparation and certification. The agency's primary responsibility is to establish standards for the preparation of public school personnel. The commission desires to produce teachers with skills for the 1990s and the next century. It has proposed the establishment of a multistage credentialing process, and currently is conducting a survey to determine what standards related to computer literacy should be established for future teachers. Besides the necessary amount of skill training, teachers need to be trained in both the potential gains and losses resulting from the use of computer technology. (KH)

ED 272 637 UD 025 047

Migrants, Labour Markets and Training Programs. Studies on the Migrant Youth Labour Force.
Australian Inst. of Multicultural Affairs, Melbourne (Australia).
REPORT NO.- ISBN-0-949890-40-5
PUB DATE- 86
NOTE- 216p.; For selected individual papers, see UD 025 048-049.
AVAILABLE FROM- Australian Institute of Multicultural Affairs, 300 Queen Street, Melbourne 3000, Australia.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Career Education; Economic Opportunities; *Education Work Relationship; Ethnic Groups; Foreign Countries; *Government Role; *Immigrants; Postsecondary Education; Refugees; Unemployment; Work Experience Programs; *Youth Employment; *Youth Programs
IDENTIFIERS- *Australia

The seven papers collected in this report cover the educational and labor market experiences of migrant youth in Australia. Most of the papers address the question of how these youths are affected by government labor programs and services. "Migrant Unemployment in the First Year of Labour Market Activity" (Paul W. Miller) reports that migrants, and refugees in particular, face high unemployment. "Explaining Unemployment Experience: Social, Structural and Birthplace Variations in Australia" (Ian McAllister) assesses unemployment difference between different birthplace migrant groups. "Careers Education: Cinderella of Schooling" (Diana F. Davis) evaluates the availability and adequacy of careers education and counseling services for migrant youth. "Ethnic Groups and Post-Compulsory Education" (Gerald Burke and Denis Davis) reviews the participation of ethnic groups in higher education and programs within the "Technical and Further Education" sector. "The Community Employment Program: A Slim Share for Migrants" (Tony Pensabene, Grazyna Mackiewicz, and Runda Beirouti) examines migrant participation in a program which provides employment opportunities through labor-intensive projects. "A Study of Migrant Participation in the Special Youth Employment Training Program" (Peter Shergold, Tony Pensabene, and Antoon Boey) evaluates migrant participation in a wage subsidy scheme which encourages employers to take on and train unemployed youth. "Migrants in the Community Youth Support Scheme" (Marie Kabala) reviews a program which provides grants to community-based, publicly elected committees to offer unemployed youth activities to increase their employability and provide them with support during unemployment. (KH)

ED 272 354 RC 015 874

Edington, Everett D.
ACT Scores of Incoming Freshmen to New Mexico State University by
  High School Size.
PUB DATE- Oct 81
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Rating; Achievement Tests; College Applicants; *College Entrance Examinations; Comparative Analysis; Educational Needs; Educational Quality;

Higher Education; *High School Graduates; High Schools; Rural Education; Rural Urban Differences; *School Size; Scores; *Small Schools; *Test Results
IDENTIFIERS- *ACT Assessment; *New Mexico; New Mexico State University

The American College Testing (ACT) scores of New Mexico public high school graduates who applied for admission to New Mexico State University in 1981 were analyzed to determine the relationship between ACT scores and school size. The schools were divided into 6 categories according to enrollment: less than 100 students (15 applicants), 100-199 students (77 applicants), 200-499 students (175 applicants), 500-999 students (982 applicants), 1,000-1,999 students (1,539 applicants), and over 2,000 students (658 applicants). Analysis was performed for English, Math, Social Science, Natural Science, and combination scores. The smallest schools had the highest ACT scores in every case except for English, where they were second to the largest schools. Schools with 200 to 499 students scored lowest on all tests. In addition to showing significant differences in ACT scores among schools of different sizes, the study indicated that students from the majority of rural schools are weak in those areas measured by the ACT. These findings have important implications for those agencies providing assistance to the public schools in the state. High schools enrolling 100 to 500 students are in greatest need of improvement. (JHZ)

ED 272 538 TM 860 454

Bishop, John H.
Data Collection for Improving Elementary/Secondary Education.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 32p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Tests; *Data Collection; *Educational Assessment; *Educational Improvement; Educational Objectives; Elementary Secondary Education; Higher Education; *Information Needs; Job Placement; Longitudinal Studies; *National Surveys; *Outcomes of Education; State Surveys; Test Results
IDENTIFIERS- *National Center for Education Statistics

To better understand ways to improve education, large longitudinal data sets are required, such as the National Education Longitudinal Study of 1988 which follows students through their schooling and into the labor market. In addition, data comparing the performance of state and local school systems is essential for educational accountability. The following data collection activities are needed: (1) data that accurately compare states and local education agencies; (2) measures of educational outcomes; (3) achievement test scores by subject, age group, minority status, and state; (4) performance on minimum competency tests for high school graduation and changing requirements, by state; (5) changes in test performance of particular cohorts, by state; (6) achievement test scores and gains, adjusted for each state's population demographics; (7) assessment of higher order cognitive skills; (8) international comparisons; (9) assessment of study habits; (10) assessment of locus of control; (11) measures of the economic outcomes of schooling; and (12) development of causal models of educational improvement. Additional data would also improve NCES's Current Population Survey on attendance and completion of schooling. (GDC)

ED 272 552 TM 860 468

Hickman, Faith M.
Educational Statistics and Instructional Reform: Vital Links to Policy and Practice.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 24p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computers; *Data Collection; *Educational Policy; *Educational Resources; Elementary Secondary Education; Federal Government; *Government Role; Measurement Objectives; *Outcomes of Education; School Business Relationship; *Teachers; Textbooks; Time Management
IDENTIFIERS- *National Center for Education Statistics

Professional educators must take advantage of public awareness and demand for change if education is to avoid a decade "full of sound and fury" in the 1980s. A solid statistical base is needed from which to describe, select, test, and evaluate policy alternatives. Teachers and government are critical inputs into the educational system. Teachers play the central role in the education enterprise, and it follows that data about teachers rank among the most important sets of information needed for making decisions about reforms in policy and practice. Federal government is the single largest source of support available for research and development, and policy setters need a simplified and readily available summary of the areas of education receiving federal investments, along with comparative data on how those investments have changed over time. The five aspects of schooling process mentioned are: textbooks, allocation of instructional time, utilization of resources from business and industry, the use of computers, and out-of-school opportunities for learning. A set of indicators for collecting data on outputs should be: (1) linked to inputs and processes; (2) indicative of permanent and significant change in the learner; and (3) of sufficient social significance to merit direct application to decisions about policy and practice. (JAZ)

ED 272 566 TM 860 482

Smith, Marshall S.
Improving the Quality and Usefulness of NCES Data.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 8p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Tests; Agency Cooperation; *Data Collection; *Educational Assessment; *Educational Quality; Elementary Secondary Education; International Programs; Longitudinal Studies; National Surveys; *Research Design; *Research Needs
IDENTIFIERS- *Educational Indicators; *National Center for Education Statistics

This paper sketches seven activities that the National Center for Education Statistics (NCES) should pay attention to over the next few years as it attempts to provide accurate and complete data on the elementary and secondary education system of the United States. The activities are: (1) act aggressively to meet the major problems of data collection and establish a system to monitor the quality of NCES data; (2) improve and coordinate the tests of academic achievement used in major surveys by paying attention to the content of the test and school curriculum; (3) the work with various parties to build indicators for assessing the equality of the educational system and the relation of the system to the nation's productivity; (4) establish an international program to compare the resources, organization and outcomes of the various advanced nations; (5) track students from the middle school years through high school and beyond; (6) consider establishing a systematic research program coordinated with the Departments of Health and Labor, the Bureau of the Census, the National Science Foundation, and the Department of Housing and Urban Development; and (7) consider carefully how to coordinate research and statistics within the Department of Education. (JAZ)

ED 272 608 UD 025 000

Project TRAIN, 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 20p.
GRANT- G00-840-2152
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; *Bilingual Education Programs; *English (Second Language); High Schools; Immigrants; Limited English Speaking; *Parents; Program Effectiveness; *Program Implementation; *Second Language Instruction
IDENTIFIERS- New York (Bronx); New York (Brooklyn); New York (Manhattan)

Project TRAIN, in its first year of operation, proposed to offer 210 parents of New York City high school students of limited English proficiency (LEP) an opportunity to improve their own English language skills. The targeted language groups included Spanish, Haitian Creole, Khmer, and Korean. This was to have been achieved through regularly scheduled classes in English as a second language (ESL), General Equivalency Diploma (GED) preparation, computer-assisted instruction in ESL, and workshops on issues related to bilingual education. However, the project could neither be staffed nor implemented as proposed. Only 11 of the 14 proposed staff positions were filled. The program was to have been offered at four high schools and three community centers. To encourage parental attendance, the project also was to have provided childcare services. The project began operating at the Vanderveer Community Catholic Center in Brooklyn in September 1984; two other sites, Walton High School in the Bronx and the Haitian Neighborhood Service Center in Manhattan, began operations in January 1985. Three hundred thirty-one parents were served: 315 Haitians and 16 Hispanics. ESL classes were offered at all sites; GED classes were offered at Walton and the Haitian Center. No achievement data were available. (KH)

ED 272 623 UD 025 029

Raivetz, Mark J.

Return to Neighborhood Schools: Results of a Parent Survey and Implications for Desegregation Policy. Report No. 8605

Philadelphia School District, PA. Office of Planning, Research and Evaluation.

PUB DATE- Aug 85

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Desegregation Plans; Elementary Secondary Education; *Neighborhood Schools; *Parent Attitudes; *School Holding Power; *School Resegregation; Student Transportation; *Voluntary Desegregation

IDENTIFIERS- *Philadelphia School District PA

The Philadelphia School District's desegregation expansion strategy seeks to achieve and maintain a diverse student population in 117 desegregated schools through providing incentives for voluntary student transfers. One type of transfer is the EH36, which occurs when a student wishes to transfer between a neighborhood school and another open enrollment school. During the 1984-1985 school year, parents who requested EH36 return to neighborhood school transfers were interviewed by telephone. Reasons for returning to neighborhood schools varied. Some parents cited more than one reason, and decisions to return were also dependent on the grade organization of a child's school and the time of year a request was made. Parents' reasons for requesting EH36 fell into six general categories: (1) curriculum or coursework; (2) student dislike of the school; (3) administrative; (4) transportation; (5) family; and (6) physical or emotional health of students. The other type of transfer is the EH38, a process utilized for transfers into those schools having special admissions requirements. The greatest reason for a transfer request cited by parents of children in special admission high schools concerned the difficulty or unsuitability of coursework. Transportation problems were the most cited in comprehensive high schools and junior/middle and elementary schools. The implications of these findings are clear: fewer parents and students will opt out of the voluntary transfer program if: (1) the transportation system operates more smoothly; (2) supportive services for students who dislike the new school are in place; and (3) students are given a realistic perception of the programs and schools they are considering. The district's ability to limit resegregation is related directly to the support it is willing to give to this effort. (KH)

ED 272 478 SP 027 865

Fulton, Tara Lynn
A Bibliography of Overviews of Teaching Methods and Instructional Approaches Used with Adolescent and Adult Learning.
PUB DATE- Aug 85
NOTE- 148p.; Master of Arts in Education report, University of Texas, Austin.
LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescents; *Adult Education; Continuing Education; Higher Education; *Instructional Design; *Methods Courses; Nontraditional Education; Secondary Education; *Teaching Methods

Comparison of teaching methods and instructional approaches is a basic component of beginning methods courses in teacher education. While many textbooks include overviews of some methods, they rarely cover a wide range of methods and they rarely provide pro/con agruments for the proper selection of a method in a given context. This bibliography identifies sources which provide comprehensive overviews of the 41 teaching methods and instructional approaches represented in the literature. Citations are organized under teaching method; a detailed index is provided. (Author/KM)

ED 272 495 SP 027 911

H.R. 747, The Effective Schools Development in Education Act of 1985. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, Second Session on H.R. 747 To Amend the Elementary and Secondary Education Act of 1965 To Establish a Program To Promote More Effective Schools and Excellence in Education, and for Other Purposes.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 4 Mar 86

NOTE- 45p.; Serial No. 99-83.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Curriculum Development; *Educational Improvement; Educational Innovation; *Educational Legislation; Government Role; *Policy Formation; School Administration; *School Effectiveness

The purpose of this hearing was to present testimony on the concept of effective schools and to discuss the Effective Schools Development in Education Act of 1985, H.R. 747. This report includes statements from: (1) Dr. Robert N. Fortenberry, superintendent of the Jackson (Mississippi) Municipal Separate School District; (2) Dr. Eric Cooper, associate director of the College Board; (3) Dr. Dale Mann of the Columbia University Teachers College; (4) Dr. Herman Meyers of the College of Education and Social Services, University of Vermont; and (5) Dr. Benjamin Turner, director of the Kent State Center for Education Development, Kent State University. Prepared statements, letters and supplemental materials were orovided by the witnesses. (JD)

ED 272 511 SP 028 003

Duttweiler, Patricia Cloud; Ramos-Cancel, Maria L.
Perspectives on Performance-Based Incentive Plans.
Southwest Educational Development Lab., Austin, Tex.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 131p.
CONTRACT- 400-86-0008
AVAILABLE FROM- Publications Office, Southwest Educational Developmental Laboratory, 233 E. 7th Street, Austin, TX 78701 ($7.65).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Career Ladders; Elementary Secondary Education; *Incentives; Job Performance; Merit Pay; Minority Groups; Participative Decision Making; *Program Costs; *Program Evaluation; *Teacher Effectiveness; *Teacher Evaluation; *Teacher Motivation; Teacher Salaries

This document is a synthesis of the current literature on performance-based incentive systems for teachers and administrators. Section one provides an introduction to the reform movement and to performance-based pay initiatives; a definition of terms; a brief discussion of funding sources; a discussion of compensation strategies; a description of the theoretical basis for conceptions of the work of teaching; and a discussion of the organizational context in which all incentive plans must function. The second section offers a brief historical perspective on the current situation and a discussion of teachers' salaries and the "benefits package" associated with teaching; it also offers a review of the conditions that make a teaching career less attractive to those who have the option to choose another profession. In section three, a discussion is presented on the theoretical and practical issues concerning performance evaluation. The section deals with: product- and prcess-oriented evaluation and the issues of reliability and validity of both; rater bias and the selection and training of evaluators; the use of student-achievement measures; and the effects of performance evaluations on minority teachers. Section four presents problems experienced in previous programs; four major incentive strategies and assumptions on which each is based; a set of steps for planning and implementing a performance-based incentive plan; and a brief review of some of the legal issues involved in such plans. The final section presents a summary of experiences, and the lessons learned from those experiences in a number of districts and states that are involved in the implementation of some form of incentive plan. Eight pages of references are appended. (JD)

ED 272 415 SO 017 327

Rud, Anthony G., Jr.
Critical Thinking and Pre-College Philosophy.
PUB DATE- 86
NOTE- 20p.; Paper presented at the American Educational Research Association Annual Meeting (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; *Logic; *Logical Thinking; *Philosophy; Secondary Education
IDENTIFIERS- *Ennis (Robert); Lipman (Matthew); *McPeck (John); Siegel (Harvey)

The paper examines a debate recently at the fore of the philosophical and educational literature on "critical thinking," namely, the claim that critical thinking consists of a set of discrete skills which can be taught separately versus the claim that critical thinking is "field dependent" and is thus part of learning a discipline. The works of Robert Ennis, John McPeck, Harvey Siegel, and Matthew Lipman are considered to support the conclusion that though critical thinking is a ncessary condition of philosophical thinking, it is not a sufficient condition. Philosophical thinking as taught in the pre-college curriculum is characterized as the interplay of dialogue and reflection that has grown out of an initial sense of wonder. (Author/BZ)

ED 272 447 SO 017 438

Parker, Beth

Plains Indians of North America. Grade Level: Fourth.

PUB DATE- 21 Apr 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activities; *American Indian Culture; *Anthropology; Cross Cultural Studies; Grade 4; Group Activities; Intermediate Grades; *Social Studies; Sociology; *United States History; Units of Study
IDENTIFIERS- *Plains Indians (Anthropological Label)

This is a fourth-grade teaching unit on the Plains Indians of North America. It is composed of a content outline, statement of unit goals, unit behavioral objectives, initiating activities, developmental activities, closing activities, unit evaluation plan, and a bibliography. The content outline shows that the unit covers the Plains Indian's government, family structures, social order, education, recreation, art, music, ceremonies and communication. Knowledge and skill goals address the above content, and attitudinal goals seek to have the students develop a sense of respect for the lifestyle and music of the Plains Indians. Activities include suggestions for guest speakers, filmstrips, song and dance learning, movies, role playing, drawing, ceramics, carving, games, story writing, research projects, listening to records, making musical instruments, constructing mobiles, picture writing, experimenting with sound travel, research papers, making dioramas, and visiting the museum. The unit evaluation parallels the goals and objectives and draws heavily on observing performances and collecting materials made during the unit activities. The 21-item bibliography includes 19 books, 1 filmstrip, 6 movies, and 2 records. (JDH)

ED 272 462 SP 027 839

Safety Education Syllabus Grades K-12.

New York State Education Dept., Albany. Bureau of Curriculum Development.

PUB DATE- 86
NOTE- 57p.; For related syllabi, see SP 027 837-838.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accident Prevention; *Curriculum Development; Driver Education; Elementary Secondary Education; *Safety Education; School Safety; *State Standards; Traffic Safety
IDENTIFIERS- *New York

This syllabus, designed for use by administrators, program developers, and teachers, provides local education agencies with a framework for establishing a safety education progam in New York's public schools. Information is presented on education laws and commissioner's regulations regarding safety education, as well as philosophies, objectives, learner outcomes, and evaluation strategies for safety education programs. Topics covered in the syllabus include: (1) highway, traffic, and bicycle safety; (2) home safety; (3) recreational safety; (4) industrial and occupational safety; (5) school safety; (6) personal safety; (7) fire safety; (8) environmental safety; and (9) driver education. Interdisciplinary approaches to teaching safety education are suggested. Learner outcomes are listed in terms of identification, decision making and risk reducing behavior goals. Included in the appendix are the following: (1) state legislation; (2) a sample student accident report form; (3) Regents' goals for 1984; and (4) material on students with handicapping conditions. (CB)

ED 272 524 TM 860 430

Claus, Richard N.; Quimper, Barry E.
Prekindergarten Program Product Evaluation Report, 1985-86.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Jun 86
NOTE- 28p.; For the 1979-80 report, see ED 193 326. Some tables contain small type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Behavioral Objectives; Cognitive Objectives; *Compensatory Education; Educational Assessment; *Parent Participation; Preschool Education; *Program Evaluation; Program Implementation; Psychomotor Objectives; *School Readiness; *Summative Evaluation
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Prekindergarten Saginaw Objective Reference Test; Saginaw City School System MI

Student achievement of cognitive and psychomotor objectives was evaluated in Saginaw, Mighigan's prekindergarten program. During the 1985-86 year, 454 children participated, based on their Prekindergarten Readiness Screening Device scores. The half-day program was funded through Chapter 1 of the Education Consolidation and Improvement Act to develop the school readiness skills of 4-year-olds. The Prekindergarten Saginaw Objective Reference Test (PK-SORT) measured 13 of the 16 achievement objectives, using pre- and post-testing. Results indicated that 10 of the 13 objectives were achieved, and increases in both cognitive and psychomotor growth were noticed over the previous year. The other three objectives concerned parent participation and were measured using the Parents as Partners Sheet. Results showed that all three objectives were attained. Recommendations included: (1) conduct task analyses necessary to regroup and classify students; (2) reduce variations in outcome between the 13 school buildings; (3) define key curriculum elements in operational terms; (4) provide inservice training on expressive language development; and (5) write a teachers' manual. The objectives and data tables are appended. (GDC)

ED 272 581 TM 860 517

Barritt, Loren; And Others
Researching Educational Practice.
North Dakota Study Group on Evaluation, Grand Forks.; North Dakota Univ., Grand Forks. Center for Teaching and Learning.
SPONS. AGENCY- Bush Foundation, St. Paul, Minn.; Johnson Foundation, Inc., Racine, Wis.; Rockefeller Bros. Fund, New York, N.Y.
PUB DATE- May 85
NOTE- 89p.; Also funded by the Follow Through Project.
AVAILABLE FROM- North Dakota Study Group on Evaluation, Box 8158, University of North Dakota, Grand Forks, ND 58217 ($5.00, prepay).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Observation Techniques; *Educational Philosophy; Elementary Secondary Education; Inquiry; Interviews; Naturalistic Observation; *Phenomenology; Questionnaires; *Research Problems; Scientific Methodology

This monograph addresses the issues in phenomenology as applied to educational research. The first chapter discusses problems with the following traditional goals of scientific methodology when applied by social scientists to educational research: measurement, control, objectivity, generalizability, and prediction. The second chapter explains the development of phenomenology and uses the teachings of phenomenology to free educational researchers from the constraints of scientific methodology. Transcendental, existential, and hermeneutic phenomenology all seek to understand human life through experience. Results of phenomenology research are not predictable beforehand, and experience takes precedence over models, tests, controls outcomes, and norms. The experimental positivistic tradition seeks to discover laws; the phenomenological tradition hopes to achieve an awareness of different ways of thinking and acting. In the third chapter several examples illustrate phenomenological research. Suggestions for conducting research precede passages describing each example. Chapter four discusses some frequently heard criticisms of phenomenology and responses to them. Eight objections are answered in detail. Chapter five presents a number of published phenomenological studies. References include philosophical studies of the human sciences, as well as books about the history and philosophy of science. (LMO)

ED 272 594 UD 024 373

Glines, Don
Alternative Graduation and Entrance Requirements: A Human Essential.
San Diego State Univ., Calif. National Origin Desegregation Assistance (Lau) Center.
PUB DATE- 84
NOTE- 19p.; In: Educational and Societal Futures: Meeting the Technological Demands of the 1990s. Proceedings of a Conference (Anaheim, California, April 28, 1983); see UD 024 362.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Admission; Competency Based Education; *Educational Change; *Graduation Requirements; *High Schools; Minority Groups; School Effectiveness; Social Change; *Student Needs
IDENTIFIERS- *Califoria State Department of Education

Recently, state government and concerned educational agencies in California have shown much interest in adopting a more "rigorous" curriculum for all students, longer school days, and stricter high school graduation and college entrance requirements. These proposed measures are not wrong in themselves, but as standards required for every student they do not stand up to careful analysis. The proposed reinstatement of university requirements (such as 2 years of algebra and a foreign language) pays no attention to the proven uselessness of these courses to most students, and overlooks the ineffective ways in which these subjects are conventionally taught. Furthermore, the "required of all" provision of the reforms neglects the cultural and language barriers which affect minority ethnic students (by 1990, over 50 percent of California's population will be comprised of minority ethnic groups). Similarly, unconventional students who may have discipline or learning problems will not be reached by the proposed reforms. The supporters of reform have overlooked studies showing that the high school courses a student takes rarely can be related to success in college and later life. Because the same standards, requirements, and courses at school cannot be justified, the dilemma of what to require can be resolved only by giving students more choices. A variety of curricular routes to college may be devised with students' involvement. Such an open scheme would be more in keeping with research findings, would better address future needs of society, and would be more responsive to the growing diversity within communities. (KH)

ED 272 370 SE 046 699

Kinnear, Judith F.
Computer Simulation & Problem Solving in Genetics.
PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Science; *Computer Assisted Instruction; Foreign Countries; *Genetics; Higher Education; *Learning Strategies; Misconceptions; *Problem Solving; Science Education; *Science Instruction; Simulation; Skill Development
IDENTIFIERS- Australia; Science Education Research

Problem solving is an essential skill in the study of genetics. Genetics problems have traditionally come from laboratory activities and textbook situations. Recently computer-based problems have been available to complement these standard sources. This report focusses on the use of computer-based problems in the study of genetics. Discriptions and comparisons of textbook, laboratory, and computer-based problems are stated and an explanation is given of how college students (N=68) performed in completing and understanding computer-based problem-solving tasks. Examples of problems involving dominance and linkage concepts are presented. The study results suggest that computer-based problems can encourage productive rather than reproductive thinking and thus facilitate meaningful rather than rote learning of genetic concepts. It is believed that this type of learning experience confronts student misconceptions, identifies inadequacies in student problem-solving skills, and provides a productive context in which students can develop and refine their skills. A 23-item list of references is appended. (ML)

Floden, Robert E.
Explaining Learning: Biological And Cybernetic Metaphors. Occasional Paper No. 99.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 86
NOTE- 20p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824-1034 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; Cybernetics; Elementary Secondary Education; Instructional Improvement; *Learning Theories; *Metaphors; *Models; Opinion Papers; Piagetian Theory
IDENTIFIERS- *Accommodation Theory; *Assimilation Theory

The cognitive learning processes of assimilation and accommodation are critically examined in this paper. A special focus is given to an analysis of the process of assimilation as it is proposed in Hugh Petrie's book, "The Dilemma of Enquiry and Learning." Initially, Piaget's biological metaphor of assimilation-accommodation is reviewed and then is followed by a discussion of a new metaphor drawn from the field of cybernetics. A control systems metaphor is described and compared to the process of assimilation as a special case of rule following. It is suggested that teachers and scholars use Petrie's model of

accommodation to explain both of the learning processes, for in this model the learner continually tries to fit sensory inputs into an existing set of conceptual schemes. (ML)

ED 272 400 SO 017 129

Barnes, Roger C., Ed.; Mills, Edgar W., Ed.
Techniques for Teaching Sociological Concepts. Resource Materials for Teaching. 2nd Edition.
American Sociological Association, Washington, D.C.
PUB DATE- 85
NOTE- 138p.; For the first edition, see ED 207 872.
AVAILABLE FROM- American Sociological Association Teaching Resources Center, 1722 N Street, NW, Washington, DC 20036 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; *College Instruction; *Educational Improvement; Educational Strategies; Higher Education; Instructional Design; Instructional Materials; *Sociology; Teaching Guides; *Teaching Methods

The edition presents 69 successful teaching techniques used by sociologists at the college level (in classes ranging from introductory sociology to the many specialized subareas, such as deviance, stratification, education, and theory) that are designed to stimulate student thinking and improve student learning. Each technique features a different sociological concept, teaching objective, references, materials needed, estimated time, procedure, interpretation, possible pitfalls, name and address of professor who submitted the technique, and appropriate course. Some of the concepts included for presentation are culture, education, ethnocentrism, gender, norms, population, power, role expectations, sexism, socialization, stratification, theoretical perspectives, and values. An index of the concept areas is included. (TRS)

ED 272 432　　　　　　　　　　　　　　　　SO 017 378

Patrick, John J.
Critical Thinking in the Social Studies. ERIC Digest No. 30.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 86
NOTE- 4p.
CONTRACT- 400-86-0020
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship; *Critical Thinking; Curriculum; Elementary Secondary Education; Learning; Scholarship; *Social Studies; Study Skills; Teaching Methods
IDENTIFIERS- ERIC Digests

Critical thinking is a major goal of social studies education. Teachers need to know what critical thinking is before they can successfully incorporate the skill into their teaching strategies. Understanding why critical thinking is a major goal of education in a free society helps teachers prepare students to be informed and rational participants in civic affairs and to gather enduring intellectual abilities to make themselves more effective as students. To develop skills for critical thinking requires that teachers ask challenging questions and require students to provide evidence for their answers or opinions. Encouraging students to examine different positions on controversial topics in an open supportive classroom environment prepares them for the responsibilities of participating in a free society. Included in this document are nine related references. (JEH)

ED 272 479

SP 027 875

Bird, Thomas

Organization: School Organization and the Rewards of Teaching. No. TQ84-8.

Education Commission of the States, Denver, Colo.

SPONS. AGENCY- Department of Education, Washington, DC.; Spencer Foundation, Chicago, Ill.

PUB DATE- Dec 84

NOTE- 26p.

GRANT- G00-830-3500

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Standards; *Educational Environment; Elementary Secondary Education; Incentives; Institutional Characteristics; *Policy Formation; School Community Relationship; *School Effectiveness; *School Organization; Teaching Conditions

This paper, one of the nine-booklet Teacher Quality Series, offers guidelines for educational leaders who have the responsibility of making policy to improve the school as an organization in which teaching and learning take place. Various organizational schemes that encourage staff to share understandings and techniques, help each other to improve, and use research findings to test new methods are described. Specific topics discussed include: (1) community-school relationships; (2) the character of the school; (3) linking teacher improvement and school organization; (4) school organization and status; (5) teacher rewards and incentives; (6) promoting teacher leadership; and (7) defining and supporting school improvement. Information about the other booklets in this series concludes the document. (JD)

ED 272 553 TM 860 469

Hilliard, Asa G., III
Information for Excellence and Equity in Education.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 20p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Evaluation; *Data Collection; Educational Policy; *Educational Quality; Elementary Secondary Education; *Equal Education; Preschool Education; Private Schools; Public Schools; *Research Needs; School Surveys; Special Education; Standardized Tests; Teacher Education
IDENTIFIERS- *National Center for Education Statistics

Refinement and expansion of the focus and scope of existing data gathering services will improve the technical quality and utility of the National Center for Education Statistics (NCES) data programs. Data that support our ability to move toward excellence also support our move toward equity. In order to address policy issues from an equity perspective, data on the following should be collected: (1) public schools and private schools; (2) level and type of non-school support; (3) stability of teacher and pupil populations; (4) access to pre-school; (5) patterns of special education placement and patterns of mobility among programs by students; (6) international comparisons; (7) race by sex information; and (8) levels of aggregation. Certain data can illuminate the quality of the instructional offerings. Specific recommendations related to excellence include: collecting and reporting data on the academic major and minor preparation of certified staff; working with Chief State School Officers to develop a common nomenclature for key academic courses; and working with State Officers to develop standardization in testing that is feasible and appropriate. (JAZ)

ED 272 638 UD 025 048

Davis, Diana F.
Careers Education: Cinderella of Schooling.
Australian Inst. of Multicultural Affairs, Melbourne (Australia).
PUB DATE- 86
NOTE- 57p.; In its: Migrants, Labor Markets, and Training Programs. Studies on the Migrant Youth Labor Force, p41-92, 1986; see UD 025 047.
AVAILABLE FROM- Australian Institute of Multicultural Affairs, 300 Queen Street, Melbourne 3000, Australia.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Education; *Counseling Services; *Education Work Relationship; Foreign Countries; Government Role; *Immigrants; Limited English Speaking; Refugees; Secondary Education; Teacher Role; *Youth Employment
IDENTIFIERS- *Australia

The availability and adequacy of careers education and counseling for migrant and refugee youth in Australia were evaluated. Data were collected through two means: a major questionnaire study of a large sample of secondary schools across Australia, and an intensive but more limited interview survey of a few schools identified as having a large population of migrant children. The research focused on careers instructors, career education in the curriculum, the participation of migrant youths in work experience programs, program provisions for migrant youth in general, the dissemination of careers information for migrant/refugee youth and parents, program and student evaluation, migrant parents' expectations, and official policies and provisions. The study revealed that career education provisions are unsatisfactory for all students, and acutely so for those born overseas. Teachers felt that no amount of goodwill and enthusiasm on their part could compensate for their lack of professional preparation in identifying and dealing with the specific problems of migrant students. The few attempts to provide assistance, such as the provision of career information in community languages, were only partially successful at best. Numerous data tables supplement the text. (KH)

ED 272 355 RC 015 875

Indian Health Care.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Apr 86
NOTE- 383p.
GRANT- OTA-H-290
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Alaska Natives; *American Indians; Demography; Differences; Federal Government; *Federal Indian Relationship; *Health; Health Facilities; Health Needs; *Health Services; Information Systems; Medical Services; Nonreservation American Indians; *Population Trends; Program Administration; Public Health; Regional Characteristics; Resource Allocation
IDENTIFIERS- Health Delivery Systems; *Indian Health Service; Mortality Rates

This report is an assessment of health care for American Indians and Alaska Natives who are eligible for medical and health-related services from the federal government. Chapters outline Federal-Indian relationships; provide demographic and economic information on the Indian population; trace current health status, changing health problems, and regional health differences; describe Indian Health Service (IHS) care and facilities construction programs; and discuss major issues such as eligibility, effects of self-determination on tribal health services management, equity of fund allocation among IHS service areas, and problems of purchasing high-cost care which IHS cannot provide. Among findings are that changing Federal policy has introduced great complexity into the Federal-Indian relationship, that there is controversy over IHS eligibility, and that Indian health continues to lag far behind that of the population of the United States as a whole. The report recommends that IHS programs be coordinated with needs-based planning, including cooperation with private providers, improvement of existing facilities, and continuation of sanitation projects. Numerous tables and graphs supplement the text; appendices include Indian population estimates by IHS service units and tribe, age-specific and age-adjusted death rates by leading causes, IHS allocations for 1972-85 by area and budget categories, and a glossary. A 223-item reference list concludes the document. (LFL)

ED 272 539 TM 860 455

Buccino, Alphonse
Monitoring the Condition of Education.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 12p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Data Collection; *Educational Assessment; Educational Objectives; *Educational Quality; Educational Resources; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Information Needs; National Surveys; *Outcomes of Education; Test Use
IDENTIFIERS- National Center for Education Statistics

Five categories of data collection are recommended for monitoring the quality of education: (1) outcomes, based on an input-output model, including data from student testing and credentials and degrees; (2) participation--who is served by education; (3) resources available to education; (4) long-term impact of education on work, income, self-esteem, and the society; and (5) purposes--needs of and expectations for the education enterprise. It is suggested that the following data sets be collected by the National Center for Education Statistics (NCES): student achievement, such as the National Assessment of Educational Progress and state comparisons; course enrollment; teacher quality and teacher supply and demand; and curriculum content. Additional comments are made suggesting the usefulness of further research on international comparisons; informal, out-of-school education; technology; data compatibility; and data interpretation. Although this paper sets forth criteria for monitoring the educational system, it is also recommended that the more difficult task of establishing standards be performed, to measure the degree to which criteria are met. (GDC)

ED 272 567 TM 860 483

Thomas, Gail E.

Issues and Considerations for a Ten-Year Program on Elementary and Secondary School Data Collection.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- 21 Jun 85

NOTE- 13p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Data Collection; *Educational Assessment; *Educational Quality; Elementary Secondary Education; Evaluation Needs; *Longitudinal Studies; Preschool Education; *Research Needs; Student Attitudes; Student Attrition; *Surveys; Track System (Education)

IDENTIFIERS- *National Center for Education Statistics

This paper addresses specific and general issues regarding data needs and considerations that might improve and better facilitate the collection, use, and interpretation of educational data at the elementary and secondary levels. Specific issues discussed are: (1) preschooling and early education, with emphasis on the nature of preschool education, quality of teachers, and number of children in the system by race, sex and social class; (2) school tracking, concentrating on type of high school programs, concepts and consequences, and distribution of participants; (3) student attrition, calling for attrition patterns and more detailed information on student dropouts; (4) quality of schools survey, asking for differences and similarities in grade promotion, student achievement, and curriculum; (5) teacher and parent surveys, insisting on data on educational background and quality of teachers and extent of parental involvement in school affairs; (6) assessing students' attitudes toward schools and learning and their educational and occupational expectations; (7) transition of students from high school to college; and (8) trends in higher education costs. General issues addressed are: (1) more detailed data on minorities; (2) greater effort to coordinate data collection by various agencies; (3) willingness to receive input from data users and researchers; and (4) continuous collection of longitudinal data. (JAZ)

ED 272 609 UD 025 001

Project BACIS, 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 38p.; For 1982-83 and 1983-84 OEA Reports, see ED 245 043 and ED 270 517.
GRANT- G00-820-2293
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Bilingual Education Programs; Cambodians; *English (Second Language); Haitians; High Schools; *Native Language Instruction; Program Effectiveness; *Second Language Instruction; Vietnamese People
IDENTIFIERS- New York (Bronx); New York (Brooklyn)

In 1984-1985, the final year of funding, Project BACIS provided instructional, resource, and supportive assistance to three different populations of recent immigrants from Cambodia, Haiti, and Vietnam at three high schools in New York City: Christopher Columbus (Bronx), Samual J. Tilden (Brooklyn), and Walton High School (Bronx). At each site the program maintains a resource room, equipped with materials in the students' native languages. Over half of the students were Haitians; the other students were speakers of Khmer, Vietnamese, and various Asian languages. Program staff at each site worked with varying numbers of students. All students spoke their native language at home and were reading below grade level. The Vietnamese and Cambodian students suffered major interruptions in their education as a result of political upheaval in their native countries. At each site, students received instruction in English as a second language (ESL). Although the project proposed that both native language arts and content-area classes would be taught in the native language, students were placed in classes according to the availability of such instruction at each school. Supportive services to program students included academic, personal, and vocational counseling, contact with families, and referrals to outside services. Overall, the project achieved its objectives in English language, mathematics, science, and social studies achievement. (KH)

ED 272 624 UD 025 030

Raivetz, Mark J.
School Improvement and Desegregation in a Large Urban School District: Complementary (Not Contradictory) Initiatives.
PUB DATE- Apr 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Desegregation Methods; *Desegregation Plans; Elementary Secondary Education; *Magnet Schools; Neighborhood Schools; Organizational Change; Racially Balanced Schools; *School Desegregation; Urban Schools; *Voluntary Desegregation
IDENTIFIERS- Philadelphia School District PA

In October 1983, the School District of Philadelphia and the Pennsylvania Human Relations Commission signed a memorandum of understanding that resulted in a Modified Desegregation Plan. The plan itself consisted of three complementary initiatives: (1) an educational improvement component promising systemwide educational reforms, specialized programs, and a comprehensive school improvement project for the district's 75 lowest achieving schools; (2) a desegregation expansion strategy promising racially balanced faculties, programs within desegregated schools to foster integration, and the targeting of 50 additional schools for desegregation; and (3) an effort to reduce racial isolation promising augmented curricular units focusing on multicultural and interpersonal understandings for students remaining in racially isolated schools, an increase in shared time/shared facility programs, and a citywide mobilization of public and private agencies to support the schools. Philadelphia has made a genuine effort to have concurrent desegregation and school improvement, although in some areas these efforts conflict. The successful desegregated school is a coordination of many different elements involving nearly every important feature of organizational behavior: motivation, decision making, intergroup and interpersonal conflict, cooperation and communication. The district's plan is being carefully monitored by the Pennsylvania State Human Relations Commission. (MCK)

ED 272 416 SO 017 328

Sigmon, Scott B.

A Concise Educational Proposal for a Workable Late 20th Century Society.

PUB DATE- 84
NOTE- 8p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Design; Education; Educational Objectives; *Educational Philosophy; *Educational Principles; Educational Theories; *Futures (of Society); Humanistic Education; Learning Strategies; *Lifelong Learning; Program Proposals; Self Actualization; Socialization; Values Education
IDENTIFIERS- *Utopia

Proposing an educational maxim that education is for self-fulfillment and societal adaptation, the paper argues that the educational methods or teaching strategies of "learning self-fulfillment" must be different. The curriculum must be rational and flexible, exposing a child to as many things as possible to facilitate self-fulfillment. Further, the morality of a given society is reflected by the vocational opportunities which in turn are determined by the interplay between societal values as a whole and educational institutions as a group. Real education takes place when the individual-societal conflict is better resolved in the direction of a society serving more people well. The paper concludes with the idea that initial real education will accelerate a spiral toward a more utopian society. (TRS)

ED 272 463 SP 027 841

Piscopo, John
Drugs and the Elderly: Implications for Exercise Indulgence.

PUB DATE- 86
NOTE- 15p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Cincinnati, OH, April 10-13, 1986). Document contains light print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Drug Therapy; *Drug Use; *Exercise; *Older Adults; Physical Fitness

Many age-related biologic and physiologic changes can have important influences on drug pharmacology in elderly persons. Successful management depends upon good communications among health care providers, fitness instructors, and the medication user. Each exerciser should be monitored and reviewed at regular intervals. Medications may be a blessing for some elderly people, and a catastrophe for others, largely dependent upon the individual physiologic response of the user and their particular pattern of nutrition and lifestyle. Non-drug therapy should be employed whenever possible. However, if medications are necessary, using the fewest possible drugs in the smallest effective dose ranks high in preventing or lessening adverse drug effects. (CB)

ED 272 496 SP 027 913

Kolodziey, Helen M., Comp.
Ralph W. Tyler: A Bibliography 1929-1986.
National Foundation for the Improvement of Education, Washington, D.C.
PUB DATE- 86
NOTE- 137p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Educational Resources; *Educational Theories; *Evaluative Thinking; *Outcomes of Education; *Progressive Education; *Relevance (Education); Summative Evaluation

IDENTIFIERS- *Tyler (Ralph W)

This bibliography is a revised and enlarged record of the published works of educator Ralph W. Tyler, noted for his contributions as teacher, researcher, administrator, advisor, and author. Main entries are arranged chronologically within the following sections: periodicals; books; pamphlets; papers; nonprint resources; oral histories; and theses. Reprinted works are listed in a final section in which the arrangement is alphabetical by original title of the work. A foreword by Ralph Tyler, and biographical note and preface by the compiler precede the bibliography. (JD)

ED 272 371 SE 046 860

Cutcliffe, Stephen H., Ed.
Technology and Harmony with Nature. Technology Studies Resource Center, Working Papers Series, Volume 4.
SPONS. AGENCY- Lehigh Univ., Bethlehem, PA. Technology Studies Resource Center.
PUB DATE- Nov 85
NOTE- 97p.
AVAILABLE FROM- Lehigh University, Office of the Bursar, Alumni Memorial Building #27, Bethlehem, PA 18015 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Conservation (Environment); *Ecology; *Environmental Education; Natural Resources; *Philosophy; Physical Environment; Science Education; *Technology
IDENTIFIERS- *Anthropocentrism; *Environmental Ethic; Nature

A non-anthropocentric view of humankind's relationship with nature is addressed in these essays which are a part of an ongoing series of working papers on technology. The first essay, "Extremist Conceptions of Man and Nature" by Eric Katz critiques three popular philosophies regarding nature and the environment that are believed to be misguided and ineffective. A paradigm of harmony or "ecopiety" in which humankind is attuned to both itself and to nature is offered in Hwa Yol Jung's essay. "The Arrogance and Banality of Technology: A Critique from the Perspective of Deep Ecology." Ecopiety is meant to subvert and transgress anthropocentrism and thereby harmonize humans with nature in a spirit of reverence for all earthly beings and things. In the third essay, "Technology and the Healing of the Earth," Thomas Berry reviews the question of human/earth relationships through a cultural/historical approach on a species level. He proposes the need for a mutually enhancing human/earth relationship that focuses on bioregionalism, appropriate technology, and a less wasteful and unjust distribution of human goods. The final paper, authored by Donald St. John, contains summaries, comparisons, and commentaries on the three presented essays. (ML)

ED 272 386 SE 046 880

Ethell, Jeffrey L.
NASA and General Aviation. NASA SP-485.
National Aeronautics and Space Administration, Washington, DC. Scientific and Technical Information Branch.
PUB DATE- 86
NOTE- 137p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Accident Prevention; *Aerospace Industry; *Aviation Mechanics; *Aviation Technology; Engines; Power Technology; Safety; Science Education; Science History; *Space Sciences; *Technological Advancement; Technology
IDENTIFIERS- *General Aviation; *National Aeronautics and Space Administration

A detailed examination of the nature and function of general aviation and a discussion of how the National Aeronautics and Space Administration (NASA) helps keep it on the cutting edge of technology are offered in this publication. The intricacies of aerodynamics, energy, and safety as well as the achievements in aeronautical experimentation are presented. Topic areas include: (1) what is general aviation; (2) aerodynamic efficiency; (3) internal combustion engines; (4) turbine engines; (5) commuter aviation; (6) general aviation utility; (7) safety improvements; (8) electronics and avionics; and (9) the future of general aviation. The field of general aviation is upheld as a dynamic and vital national asset to the United States economy and leadership potential. (ML)

ED 272 401 SO 017 250

Arts and Humanities Pennsylvania Community Resource Guide. Schools and Communities: Pennsylvania Partners. Turning the Tide: An Agenda for Excellence in Pennsylvania Public Schools. Third Edition .

Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- 85

NOTE- 66p.; For related document, see ED 256 650.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Art Education; *Community Organizations; Cultural Education; Dance; Dance Education; Film Study; Higher Education; Humanities; *Humanities Instruction; Literature; Music; Music Education; Theater Arts; Visual Arts

IDENTIFIERS- Pennsylvania; Pennsylvania Department of Education

This resource guide divides arts and humanities into six areas listed in separate chapters: dance, film, literature, music, theater, and visual art. A seventh chapter lists historical resources and general cultural resources. Within each of the seven chapters are alphabetically listed resources identified for each intermediate unit. The chapters are followed by a listing and map of intermediate units, and a listing of Pennsylvania colleges and universities offering Pennsylvania Department of Education approved teacher certification programs in the arts and humanities. The guide concludes with lists of Pennsylvania and national arts and humanities organizations. (TRS)

ED 272 433 SO 017 379

Kalat, Marie B.; Hoermann, Elizabeth F.

China Connections Reference Book.

PUB DATE- 85
NOTE- 203p.
AVAILABLE FROM- Community Learning Connections, Inc., 75 Mt. Vernon Street, Boston, MA 02108.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Educational Resources; Elementary Secondary Education; *Geography; *Human Geography; Instructional Materials; *International Education; Material Development; Resource Units; *Social Studies; Textbooks; *World Geography
IDENTIFIERS- *China; Chinese People; Taiwan

This reference book focuses on six aspects of the geography of the People's Republic of China. They are: territory, governing units, population and land use, waterways, land forms, and climates. Designed as a primary reference, the book explains how the Chinese people and their lifestyles are affected by China's geography. Special components included in each chapter contain easily located subtopics, vocabulary and definitions, and a glossary with pronunciation keys. In addition, each subtopic contains questions that act as guide posts for locating the main information in bold type, margin symbols, maps, photos, charts, and diagrams. A resource list is included. (TRS)

ED 272 448 SO 017 439

Mitchener, Kathy
Cooperation, First Grade.
PUB DATE- 23 Apr 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activities; *Cooperation; Grade 1; Group Activities; *Political Science; Primary Education; Prosocial Behavior; *Social Studies; *Sociology; Units of Study

This is a first-grade unit of study about the concept of cooperation. The content covers the concept of cooperation and the context in which it is illustrated: through rules in sports, at home and at school; through teamwork in games and projects; and through individual efforts of helping, trusting and sharing. Additional content focuses on how cooperation helps make American society better. The unit includes goals, specific objectives, activities, and evaluation plan, and a 9-item annotated bibliography. Knowledge goals focus on having the students learn: how rules are made and why we follow them; why some tasks cannot be accomplished without help from others; that families, classmates, and sports teams all have responsibilities they share; and how Americans work together to make our society better. Skill goals focus on observing whether rules are being followed or broken and working together to complete various tasks. The attitudinal goal of the unit is to have students learn to appreciate the help of others and learn how to share. The activities involve role playing, discussions, drawing pictures, observing and charting data, jig-saw puzzles, painting, trust games, listening to records, brainstorming, and book making. The unit evaluation plan is tied to the goals, objectives and activities, and based on observations of group participation, work in the interest center, individual folders, and conferences. (JDH)

ED 272 480 SP 027 878

Sage, George H.

Social Science of Physical Education and Sport: Reflections and Future Directions. 1986 Alliance Scholar Lecture.

PUB DATE- Apr 86

NOTE- 22p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Cincinnati, OH, April 10-13, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Athletics; *Educational Needs; Higher Education; *Physical Education; *Preservice Teacher Education; *Sport Psychology; *Teacher Education Curriculum

IDENTIFIERS- *Sport Sociology

The form and content of preservice programs for physical education teachers are in the hands of those individuals who develop curricula. Courses in sports studies--such as the sociology of sports and sport psychology--need to be an integral part of such programs. Preservice preparation programs can be reorganized to contain this important element. The shortsightedness of curricula planning that does not make room for sport studies is a loss to all physical education professionals, especially to those students who are preparing for careers in teaching, coaching, exercise science, and leisure. While sport studies often have applications for helping human movement professionals with their specific day-to-day tasks, sport studies also have very good potential for applied, policy, and evaluation research that can help schools, teachers, coaches, and directors of fitness programs. A three-page reference list is provided. (CB)

ED 272 512 SP 028 025

Lasley, Thomas J., Ed.
The Dynamics of Change in Teacher Education. Volume I: Background Papers from the National Commission for Excellence in Teacher Education. Teacher Education Monograph No. 5.
American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-89333-042-6
PUB DATE- 86
NOTE- 197p.; For a related document, see SP 028 026.
CONTRACT- 400-83-0022
AVAILABLE FROM- American Association of Colleges for Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036 ($14.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; *Educational Change; Higher Education; *Preservice Teacher Education; *Professional Autonomy; *Program Improvement; Schools of Education; *Teacher Education Curriculum; Teacher Recruitment; *Teaching Experience
IDENTIFIERS- National Commission for Excellence in Teacher Educ

The themes of teacher autonomy, practical experience, and program rigor are manifest explicitly and implicitly throughout these papers prepared for the National Commission for Excellence in Teacher Education. Both the problems and resolution approaches presented under each theme suggest what can and must occur in teacher education to enhance the professional status of teachers. The commission papers in this volume are: (1) "The Schools and Preservice Education: Expectations and Reasonable Solutions" (Gene E. Hall, Walter Doyle, James V. Hoffman); (2) "Recruitment, Selection, Retention and Graduation of Teacher Education Students" (Henrietta Schwartz); (3) "Teacher Education: An All-University Responsibility" (Linda B. Jones); (4) "Restructuring Teacher Education: The University of New Hampshire's Five-Year Program" (Michael C. Andrew); (5) "The University of Kansas Extended Teacher Education Program" (Dale Scannell); (6) "Teacher Education Reform in Tennessee" (Robert T. Saunders); (7) "The Florida Beginning Teacher Program" (David C. Smith, Garfield W. Wilson); (8) "Crossing the Bridges: The First Years of Teaching" (Gary A. Griffin); (9) "The Next Generation of Teacher Preparation Programs" (Kenneth R. Howey); and (10) "Guiding Images for Teaching and Teacher Education" (Hendrik D. Gideonse). (JD)

ED 272 525 TM 860 431

Claus, Richard N.; Quimper, Barry E.
Prekindergarten Program Process Evaluation Report, 1985-86.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Feb 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; *Classroom Observation Techniques; Cognitive Objectives; *Compensatory Education; Educational Assessment; *Formative Evaluation; Parent Participation; Preschool Education; *Program Evaluation; Program Implementation; Psychomotor Objectives; *School Readiness
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Prekindergarten Activity Observation Checklist; Saginaw City School System MI

A process evaluation was conducted of the Saginaw, Michigan Public Schools' Prekindergarten Program. During the 1985-86 year, 454 children participated, based on their Prekindergarten Readiness Screening Device scores. The half-day program was funded through Chapter 1 of the Education Consolidation and Improvement Act to develop the school readiness skills of 4-year-olds. The Chapter 1 Prekindergarten Activity Observation Checklist was used to determine program implementation and to identify strengths and weaknesses which might influence program outcomes. Program supervisors conducted one observation, and two evaluators repeated it one month later. The checklist covered activities related to educational objectives, as well as parent role, development of language and self esteem, behavior modification, and learning center management. It was concluded that: (1) having two observations at each site was useful; and (2) the supervisor's feedback encouraged participants to follow guidelines. Additional expressive language activities and a teacher manual were recommended. (The objectives and the checklist are appended). (GDC)

ED 272 582 TM 860 528

Brandenburg, Dale C.; Smith, Martin E.
Evaluation of Corporate Training Programs.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ERIC-TME-R-91
PUB DATE- May 86
NOTE- 115p.
CONTRACT- 400-83-0015
AVAILABLE FROM- ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($9.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Corporate Education; Curriculum Evaluation; Data Collection; Decision Making; Evaluation Criteria; *Evaluation Methods; Evaluation Problems; *Formative Evaluation; Human Resources; Job Training; *Labor Force Development; Postsecondary Education; *Summative Evaluation; *Training Methods; Training Objectives

The growing interest in human resources development (HRD) is a response to the increasingly competitive business environment which, in turn, has been shaped by such forces as the emergence of global competition, the quickening pace of technological innovation and the reduction of federal regulations in some industries. This monograph seeks to contribute to the current momentum of HRD by describing the state of the art for HRD evaluation. The needs of business managers and academicians are addressed by describing the applications of evaluation methods to decision-making within the training or HRD organization. Both formative and summative training evaluations are discussed in terms of issues, constraints, and techniques. Models for training evaluation are analyzed into a number of components: (1) definition of perspective; (2) description of variables; (3) use of flowcharts or descriptive matrices; (4) lists of questions; (5) data collection techniques; (6) data analysis techniques; (7) research designs; (8) reporting procedures; and (9) detailed examples. A section on evaluation

practice summarizes analyses of evaluations to show how training evaluations are actually done. Conceptual and strategic issues that challenge the evaluator are described. An appendix outlines methods for training economic impact analysis. (LMO)

ED 272 497 SP 027 918

Miller, John P.; Seller, Wayne
Curriculum Perspectives and Practice.
REPORT NO.- ISBN-0-582-28475-9
PUB DATE- 85
NOTE- 356p.
AVAILABLE FROM- Longman Inc., 95 Church Street, White Plains, NY 10601 ($26.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; *Curriculum Problems; Educational Resources; *Relevance (Education); Theory Practice Relationship

This book introduces three major orientations to curriculum--the transmission, transaction, and transformation positions--and examines the philosophical, psychological, and social/economic foundations on which they are based. Part one of the text describes these three orientations in detail and shows how they can be used as helpful tools in understanding and analyzing curriculum tasks. Part two focuses on the primary curriculum tasks--development, implementaton, and evaluation--and shows how each of these components of the curriculum process can be conducted from each of the orientations presented in part three. The purpose of this text is to help both the practicing and the future educator conduct curriculum practices from an integrated perspective, one that is consistent with his or her world view. (JD)

ED 272 540 TM 860 456

Coleman, James S.
Data Needs for School Policy in the Next Decade.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 15p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Data Collection; Educational Policy; Educational Trends; Elementary Secondary Education; *Family School Relationship; Futures (of Society); *Information Needs; National Surveys; School Community Relationship; *School Policy; *School Role; *Social Influences
IDENTIFIERS- National Center for Education Statistics

In the future, elementary and secondary schools must regard their role as including tasks beyond educating individual students. Schools will have to provide certain functions which were traditionally provided by the home and the community. Based on this premise, there are implications for the functioning of schools and for the kinds of data needed to evaluate school effectiveness and to guide school policy. When a society changes outside the school, it is necessary for the schools to change, also. School success has traditionally been associated with strong families and strong communities. Changing social situations have lessened the community's ability to provide support for the schools; therefore, schools must modify their activities. Schools can either strengthen and rebuild the supporting social structures, by increasing parental involvement and strengthening community structure, or they can provide school activities which build compensatory social structures. Implications for data collection by the National Center for Education Statistics (NCES) involve measuring social structure and its relation to school; measuring school policies relevant to social structure; and using NCES data to augment parental resources. (A few comments on the National Longitudinal Study of High School Seniors and the High School and Beyond Study are included). (GDC)

ED 272 554 TM 860 470

McClure, Maureen; Plank, David N.
Educational Statistics for Educational Policy: A Political Economy Perspective.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 18p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Role; Databases; *Data Collection; *Educational Economics; Educational Policy; Elementary Secondary Education; *Information Needs; Longitudinal Studies; National Surveys; *Policy Formation; Politics of Education; Statistical Surveys
IDENTIFIERS- *National Center for Education Statistics

Ways in which the National Center for Education Statistics (NCES) might reorient its activities to assist educational policy makers in making informed decisions are discussed. The first section discusses public school education as an investment. The outcomes of education should be followed as students enter the work force, at the local and federal level. Little is known about the link between education and our national economic status. A high quality database, building on the High School and Beyond study, should also track students through alternative educational programs. The second section addresses the level of aggregation of data, which should be based on its relevance for policy making, rather than convenience of data collection. NCES should provide reliable data on individual achievement and economic performance over time, school productivity, and regional economic returns on educational investments. In following the economic return, both individual income and payment of property tax are relevant. The third section encourages federal and regional databases, and suggests standards for NCES data collection: parsimony, accuracy, comparability, timeliness, and accessibility. A list of references is included. (GDC)

ED 272 595 UD 024 374

White, Sylvia Ann
Student Human Potential: Going beyond the Basics.
San Diego State Univ., Calif. National Origin Desegregation Assistance (Lau) Center.
PUB DATE- 84
NOTE- 12p.; In: Educational and Societal Futures: Meeting the Technological Demands of the 1990s. Proceedings of a Conference (Anaheim, California, April 28, 1983); see UD 024 362.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Futures (of Society); *Individual Development; Intelligence; Meditation; *Self Actualization; *Self Concept

The expansion of human potential and the accompanying increase in self-esteem and self-actualization is the key to emotional and physical health, social relations, learning problems, self-discipline, and future survival. Self-knowledge, obtained through such measures as keeping records of moods and through biomechanical devices, can enable teachers to understand their classroom behavior, administrators to know when they are apt to become impatient with staff, or students to know when to take a test. In the future, the basics of education might include the gathering and application of self-knowledge and techniques of relaxation and meditation. Similarly, increases in knowledge about brain chemistry will bring changes in human potential. Another "basic" subject of the future curriculum may be psychophysiology, the understanding of the relationship between the functioning of the body and the mind. Interest in psychic experiences and mysticism will move into the realm of science and education. The growing interest in transpersonal psychology is necessary in an era undergoing the transition from Newtonian physics to Quantum Mechanics, a view of the universe as an interconnected web of relation whose parts are defined only through their connection to the whole. Human nature is now at an evolving, networking stage. Educators must form one of the key networks or their usefulness will disappear. (KH)

ED 272 639 UD 025 049

Burke, Gerald; Davis, Denis
Ethnic Groups and Post-Compulsory Education.
Australian Inst. of Multicultural Affairs, Melbourne (Australia).
PUB DATE- 86
NOTE- 48p.; In its: Migrants, Labor Markets, and Training Programs: Studies on the Migrant Youth Labor Force, p93-138, 1986; see UD 025 047.
AVAILABLE FROM- Australian Institute of Multicultural Affairs, 300 Queen Street, Melbourne 3000, Australia.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Education Work Relationship; *Enrollment; Ethnic Groups; Foreign Countries; *Government Role; Higher Education; *Immigrants; Non English Speaking; Occupational Aspiration; *Postsecondary Education; Training
IDENTIFIERS- *Australia

This report reviews the participation of immigrant groups in Australian post-compulsory education. The report is divided into two main sections. The first reviews schools and higher education. Focus is placed on governmental funding provisions and policies and their impact on participation rate. The second section reviews migrant participation in the Technical and Further Education (TAFE) sector. It discusses the limitations of available data and the extent of participation of ethnic groups, especially in trade apprenticeships, and considers the provision of a program specifically for migrant education within TAFE. The study found that youth born in non-English speaking countries, and youth with parents born in such countries, have relatively high rates of participation in post-compulsory education, but lower rates of participation in TAFE. The high participation rate of non-English speaking background students in higher education may be related to their language difficulties and high aspiration for educational and occupational status. Students of non-English speaking background are in relatively high proportions in particular regions (e.g., Melbourne) and in Catholic schools. Their under-representation in TAFE may also result from their high aspirations, as well as the difficulties they face in entry to TAFE-associated occupations. Numerous tables supplement the text and a five-page bibliography is appended. (KH)

ED 272 356 RC 015 876

McConnell, Beverly B.
Basic Education for Limited English Proficient Students: The "BELEPS" Program, 1982-1985. Final Evaluation.
Yakima School District Number 7, Wash.
PUB DATE- 85
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Basic Skills; *Bilingual Education Programs; Elementary Secondary Education; English (Second Language); *Hispanic Americans; Language Proficiency; *Limited English Speaking; Mathematics Achievement; Outcomes of Education; Program Descriptions; *Program Effectiveness; Program Evaluation; Reading Improvement; Second Language Instruction; Spanish Speaking; Test Results; Vocabulary Development
IDENTIFIERS- *Washington (Yakima)

Begun in 1980 with 358 students, the Yakima (Washington) Public Schools' Basic Education for Limited English Proficient Students (BELEPS) Program served 1,250 grade K-12 students (94% Hispanic) in 1985. Its four programs were based on the degree of the students' English proficiency, and taught (1) reading only in Spanish, (2) reading in Spanish and English, (3) reading primarily in English, and (4) reading only in English. By 1985, the program employed 37 bilingual teachers. A three-year BELEPS program evaluation presented evidence of both short- and long-term gains in language proficiency and academic skills by limited English proficient students. Test instruments used included Language Assessment Skills, Peabody Picture Vocabulary Test, Wide Range Achievement Test, and Prueba de Lectura. Findings showed that Hispanic children with lowest initial proficiency in English made statistically significant gains at every grade level, indicating that children most needing the program are showing the greatest improvement. At every grade level, children showed increase in math skills. Children in dual language programs made larger and more consistent gains in reading, math, and acquisition of English vocabulary than children in programs using a modified English approach. It was recommended that findings be submitted for national validation as an educational program of "proven effectiveness." Twenty-three data tables are included. (NEC)

ED 272 417 SO 017 329

Goldstein, Steven M.; Mathews, Jay
Sino-American Relations after Normalization: Toward the Second Decade. Foreign Policy Association Headline Series, No. 276.
Foreign Policy Association, New York, N.Y.
REPORT NO.- ISBN-0-87124-105-6
PUB DATE- Dec 85
NOTE- 69p.
AVAILABLE FROM- Foreign Policy Association, 205 Lexington Avenue, New York, NY 10016 (1-9 copies, $4.00 ea., discounts on larger quantities).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Foreign Diplomats; *Foreign Policy; International Education; *International Relations; International Trade; Peace; *Political Attitudes; Self Determination; World Affairs
IDENTIFIERS- *China; Reagan Administration; Taiwan; United States

One in a series of booklets whose purpose is to stimulate greater interest in and more effective understanding of world affairs among American citizens, this six-chapter booklet traces the development toward improved relations between China and the United States. The chapters include: "Toward a New Consensus: 1978-1986"; "Strategic Triangle: The Impact of Sino-Soviet Relations"; "The Taiwan Issue"; "Economic Relations"; "China's Reform Process"; and "The Future of the Relationship." The "Talking It Over" section offers questions for students and discussion groups. A suggested reading list for classroom or community use concludes the booklet. (TRS)

ED 272 464 SP 027 845

Vaughan, Joseph C.

Using Research Knowledge to Improve Teacher Education: An Examination of Development-Demonstration Proposals to OERI.

PUB DATE- Apr 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Educational Research; Government Role; Higher Education; Participative Decision Making; *Program Development; Program Implementation; *Program Proposals; *Research Utilization; *Teacher Education Programs

In October of 1985, the Office of Educational Research and Improvement (OERI) awarded contracts to 29 universities and one regional education center to conduct three-year efforts aimed at research-based improvement of teacher education. All have university-school collaboration as a major theme, and will spend up to one year in development of improvements and then must spend at least two years in demonstrating these improvements and assessing their impact. An analysis of the strengths and weaknesses of the 30 funded proposals and common characteristics of those not funded are presented. This analysis looks at the types of changes proposed, the nature and appropriateness of the research cited to support changes, the variety of approaches proposed for collaborative planning and development, and the range of outcomes envisioned and how those outcomes will be assessed. The paper also contains an analysis of how various aspects of the proposals appear to be consistent with, or contrary to, existing research knowledge and practical wisdom. Also addressed are the possible implications of the proposed work for bringing about significant improvement in teacher education. The paper concludes with a section on the most salient messages coming from the set of proposals. (JD)

ED 272 568 TM 860 484

Turnbull, Brenda J.
Comments on an Elementary and Secondary Education Data Program.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 12p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Data Collection; *Educational Quality; Educational Resources; Elementary Secondary Education; Federal State Relationship; Government School Relationship; *Information Needs; *Information Utilization; National Surveys; *Outcomes of Education; State Departments of Education; Statistical Data
IDENTIFIERS- National Center for Education Statistics

The National Center for Education Statistics (NCES) could provide better information for policy makers by (1) analyzing likely uses of the information it collects and disseminates; (2) launching more detailed investigations of educational inputs and processes; (3) taking some steps to place findings on educational outcomes in context; and (4) continuing to attack the problem of quality control. To study the needs of information users, NCES could classify the concerns expressed by various constituencies, analyze the published indicators of educational quality, and draw analogies to statistical indicators in other fields such as economics. To more fully describe educational inputs and processes, two types of data are important: the simplest demographic statistics, as well as detailed data on the use of educational resources. To measure and report educational outcomes, the tests used should be described, outcomes such as dropout rate and the number of general equivalency degrees earned should be reported, and higher-order cognitive skills should be emphasized. To maintain quality control, NCES should provide quality data from its national surveys, and take a firm stand on the quality and consistency of data received from state education agencies. (GDC)

ED 272 610 UD 025 002

The Bilingual Program in Auxiliary Services for High Schools, 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 48p.; For 1981-82 OEA Report, see ED 238 993, 1982-83 Report, ED 250 434, and 1983-84 Report, ED 266 225.
GRANT- G00-820-2991
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; *Career Education; *English (Second Language); High Schools; Immigrants; Limited English Speaking; *Native Language Instruction; Program Effectiveness; *Second Language Instruction
IDENTIFIERS- New York (New York Metropolitan Area)

In 1984-85, the Bilingual Program in Auxiliary Services for High Schools provided instruction in English as a second language (ESL), native language development, and basic education, in addition to a job counseling and placement component, to approximately 1,900 students at 15 sites in New York City. The program served speakers of Spanish, Chinese, Greek, Italian, and Haitian Creole/French, but the largest ethnic group enrolled was the Hispanic group. Many students were recent immigrants whose personal circumstances did not permit a conventional high school education. The objectives of the program were twofold: to enable limited English proficient (LEP) students to develop their English proficiency and content-area skills enough to pass the high school equivalency examination, and to expose students to job opportunities. The program's basic philosophy was to teach analytical skills that would have practical value beyond the scope of the examination. Staffing patterns varied from site to site and reflected both the needs of the local student population and the level of local tax-levy support. Curricular materials were developed and development activities were conducted for staff members. Parents were involved through Advisory Council meetings and other activities. On a program-wide basis, participants made statistically significant gains in three content areas: English, native language, and mathematics. Program evaluations of the bilingual program have found low rates of advancement in ESL levels each year. (KH)

ED 272 625 UD 025 031

Cook, Stuart W.
Helping and Being Helped in Cooperating Interracial Groups: Effects on Respect and Liking for Group Members.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Helping Relationship; Organizational Effectiveness; *Racial Attitudes; Success; *Teamwork

Three-person interracial teams were presented with a series of problems in a business management simulation. Two team members were experimental confederates, one black and one white. The remaining team member was the research subject, a young white male from a region frequently associated with racial prejudice. In the course of the experiment, the subject was exposed to one of three conditions: (1) he received voluntarily provided help from a teammate; (2) he received help from a teammate instructed in his presence to provide help; or (3) he did not receive help. In addition, the race of the helping teammate and the team's success or failure were varied. Previous research on helping behavior found that recipients of help often show less liking for their helpers than for others who do not provide help. Presumably, this happens because the recipient is left with feelings of lowered self-esteem and unfulfilled indebtedness to the donor. However, in this experiment, respect and liking for teammates who voluntarily helped was found to be significantly greater than that for teammates in the no-help condition. Respect and liking for instructed helpers was at an intermediate level. Findings were similar regardless of team success or failure, or race of helper. (MCK)

Donovan, Michael P., Ed.
Programs and Abstracts, Volume 5, 1985. Program and Abstracts of the Annual Meeting of the Society for College Science Teachers of the National Science Teachers Association (Cincinatti, Ohio, April 18-21, 1985).
Society for College Science Teachers.
PUB DATE- Nov 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; *College Science; Faculty Organizations; Higher Education; National Organizations; Organizations (Groups); *Professional Associations; *Science Education
IDENTIFIERS- *National Science Teachers Association; *Society for College Science Teachers

The program and abstracts of the presentations of the 1985 meeting of the Society for College Science Teachers of the National Science Teachers Association (NSTA) are the topics of this report. Society officers are listed, a history of the society is provided, and membership information is given. Committees are listed, with members and chairs. The abstracts from the NSTA convention are listed by the theme areas of: (1) computer applications in science teaching; (2) innovations in chemistry teaching; (3) current concerns in college science teaching; (4) field experiences; (5) innovations in physics teaching; (6) innovations in biology teaching; and (7) scientific literacy. Also included are the abstracts from the eastern and southwestern regional meetings. (JM)

ED 272 387 SE 046 881

Dunn, Sally
Resource Guide for Employment in Environmental Communications.
PUB DATE- 30 Jul 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reference Materials - Bibliographies (131)
DESCRIPTORS- Career Awareness; *Career Choice; Communications; Databases; *Employment Opportunities; *Environmental Education; *Information Sources; Information Utilization; *Search Strategies; Technical Writing
IDENTIFIERS- *Environmental Communications; *Environmental Occupations

Designed for use by professionals interested in the field of environmental communications, this resource guide contains sources of information pertaining to employment opportunities especially in the area of written environmental communications. References are compiled under the headings of: (1) subject headings (listing key descriptors for employment, environmental communications, and technical writing); (2) sources of background information (indicating the type of literature that exists in environmental communications); (3) directories (providing names and addresses of agencies, organizations, and services in environmental science); (4) indexing and abstracting services (offering an annotated list of the services); (5) databases (consisting of bibliographic and reference environmental-based systems); (6) journals (indicating publications relevant to career possibilities); (7) associations, organizations, and societies (itemizing possibilities in employment, consultation, lobby and public interest fields, technical writing, and general environmental matters); (8) government agencies (including those on a federal and state level); (9) experts (identifying role categories for specialty areas); (10) job search sources (listing books on job search skill improvement); (11) current awareness services (specifying publications which analyze employment trends); and (12) other sources (suggesting use of college placement offices and private agencies). (ML)

ED 272 402 SO 017 256

Nover, Kurt
It All Began with Raiffeisen: Co-operatives as Instruments of Self-Help and Development.
Inter Nationes, Bonn (West Germany).
REPORT NO.- 76o-Q-33-16
PUB DATE- 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Planning; *Cooperatives; *Economic Opportunities; Organization; Organizational Development; Organizational Effectiveness; Organizational Objectives; *Organizational Theories; Participative Decision Making; *Rural Economics
IDENTIFIERS- *Third World; *West Germany

The rural and manufacturing co-operatives and credit co-operatives in the Federal Republic of Germany have succeeded in continuously expanding and consolidating their position within the framework of the country's market economy. As the biggest organizations of medium-size enterprises, the co-operatives have adapted to the new circumstances prevailing in an industrialized society and at the same time have kept their obligation to help with development and expansion projects in the Third World. The voluntary character of the organization and co-operative combine to form the key feature of every western style co-operative. The details of co-operative work date back to the life's work of Friedrich Wilhelm Raiffeisen (1818-1888) who, around the middle of the 19th century, encouraged the rural population in Germany to help one another cope with poverty and hardship through self-help, self-administration, and individual responsibility. The report's four sections discuss: the basic features of the co-operative system in the Third World; rural co-operatives in a world-wide link-up; German development aid and self-help promotion; and a model case in The Federal Republic of Germany. (BZ)

ED 272 434 SO 017 381

Academic Preparation in Social Studies: Teaching for Transition from High School to College. Academic Preparation Series.

College Entrance Examination Board, New York, N.Y.

REPORT NO.- ISBN-0-87447-224-5
PUB DATE- 86
NOTE- 114p.; A product of the Educational EQuality Project.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Curriculum Design; *Educational Assessment; *Educational Improvement; Educational Needs; *Educational Strategies; High Schools; Instructional Design; Instructional Development; School Responsibility; Social Sciences; *Social Studies; Teacher Education

This six-chapter book encourages discussion of teacher preparation to help strengthen history and social science in local schools and offers specific suggestions for achieving local expertise and responsibility in curriculum and instruction. The book promotes further nationwide discussion about what should be taught in the high school classroom and how to ensure that all students are adequately prepared for college. Chapter topics include: (1) "Beyond the Green Book," which offers suggestions for how the outcomes in "The Academic Preparation for College" might be achieved; (2) "The Outcomes and Organizing the Body of Knowledge," which discusses the scope, sequence, and integration of knowledge, with particular emphasis on History, Geography, and Social Science; (3) "The Outcomes and Developing Student Thought," which discusses curricular choices; (4) "Teaching History and Social Sciences;" (5) "Social Studies and the Basic Academic Competencies;" and (6) "Toward Further Discussion," which discusses the future of high school-college collaboration. The document includes a five-page bibliography and two appendices. The first appendix explains why the study of social studies is important, and what subject areas it includes. The second appendix has a short story by James Joyce entitled "Eveline." A 1983-85 listing of the members of the Council on Academic Affairs concludes the document. (TRS)

ED 272 449 SP 026 505

Meade, Edward J., Jr.
Teachers and Teaching: A Look Back and a View Ahead. The 1985 Martin Buskin Memorial Lecture.
PUB DATE- 23 Mar 85
NOTE- 24p.; Paper presented at the Annual Meeting of the Education Writers Association (Boston, MA, March 23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Pluralism; Economic Factors; *Educational History; *Educational Trends; Elementary Secondary Education; Enrollment Trends; *Futures (of Society); School Demography; School Desegregation; *Social Influences; Teacher Distribution; *Teacher Role

A retrospect of teachers and teaching in American schools from the 1950s to the 1980s is presented. In this overview of American education, the impact of the following events and social changes is measured: (1) the "baby boom" of the 1950s; (2) the focus upon suburban living; (3) the effect of the "baby boom" on the demand for teachers; (4) the effect of television in schools and the home; (5) the concentration upon science and mathematics as a reaction to Sputnik; (6) desegregation, the erosion of the cities, and focus on disadvantaged children; (7) the increased social agenda of the schools; (8) the Vietnam war; (9) increased career options for women; (10) declining enrollment; (11) the diversifying of the needs of students and the rise of multiculturalism; (12) the advent of computers; and (13) the increase in demands for accountability. An analysis of these societal factors and their impact upon schooling includes a discussion on the changing role of teachers and the challenges to schools of education to produce effective teachers in the future. (JD)

ED 272 481 SP 027 881

Vickers, Joan N.

The Role of Subject Matter in the Preparation of Teachers in Physical Education.

PUB DATE- Apr 86
NOTE- 15p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Cincinnati, OH, April 10-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Physical Education; *Physical Education Teachers; *Preservice Teacher Education; *Relevance (Education); *Teacher Education Curriculum

Teacher education programs for physical education teachers have deemphasized the subject matter of physical education and instead have defined the profession in terms of the methods, processes, and procedures of pedagogy. Among the many reasons for this change in emphasis is the belief that generic information processing skills can be acquired without concern for content or subject matter. In particular, it is thought that general problem solving, thinking, and reasoning skills can be learned and then applied to any domain of knowledge no matter how different or complex. A review of the research in the physical education and teacher education fields is presented, showing that the deemphasis on subject matter in the preparation of physical education teachers is not supported by the literature on cognition. It is concluded that it is not a tenable assumption upon which to base the education of teachers, whether at the undergraduate or graduate level. A three-page list of references is included. (CB)

ED 272 498 SP 027 919

Antes, Richard L.
Teacher Education Admission Testing: Development and Implementation.
Coalition of Teacher Education Programs.
PUB DATE- 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Admission Criteria; Basic Skills; *Criterion Referenced Tests; Higher Education; *Minimum Competency Testing; Preservice Teacher Education; *Standardized Tests; *State Standards; Teacher Evaluation

This monograph on developing and implementing admission testing for prospective teachers includes information on: (1) competency assessment activities in 31 selected states, the basic skills assessed, and time of testing--prior to admission and/or certification; (2) competency test development; (3) competency testing for admission into teacher education in the state of Indiana (Pre-Professional Skills Test, Descriptive Tests of Language and Mathematics, locally developed tests); (4) cost of basic skills testing; and (5) evaluating standardized tests. Reference notes are included. Special attention is given to entry competency testing by the members of the Coalition of Teacher Education Programs: Ball State University; Butler University; Indiana State University; Indiana University (at Bloomington, Indianapolis, and Kokomo); Purdue University; and University of Evansville. Tables outline the data. (JD)

Nolen, Susan Bobbitt; And Others

Development of a Scale to Assess Students' Knowledge of the Utility of Learning Strategies.

PUB DATE- Apr 86
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Age Differences; Classroom Environment; Elementary Secondary Education; Higher Education; Learning Motivation; *Learning Strategies; Metacognition; *Questionnaires; Self Concept; Sex Differences; *Surveys; Test Construction; *Test Reliability; *Test Validity
IDENTIFIERS- *Learning Strategies Questionnaire

The Learning Strategies Questionnaire (LSQ) was developed to assess students' declarative knowledge of strategy utility. Goals were to develop a reliable survey that: (1) could be administered for fourth-, fifth-, and sixth-graders in a group setting; (2) would provide a profile of children's declarative knowledge of strategies for classroom learning; and (3) would show good external and discriminant validity. Two pilot samples, one of 21 fifth-graders and one of 45 sixth-graders, participated in the initial skill construction. Based on results from the pilot administration, the questionnaire was revised to a survey of 48 items across instructional situations. A validation sample consisted of 194 subjects drawn from three grade levels in four schools in Indiana and Michigan. The revised LSQ was administered along with a battery of other scales to 194 elementary students, 51 high school students, and 122 classroom teachers enrolled in a summer graduate course in education at Purdue University. The LSQ showed good reliability and validity with elementary and high school students, and with classroom teachers. Subscale scores were found to be related to age, achievement level, and motivational orientation. Results are discussed in terms of both the development of strategy knowledge and the role of personal goals and values. Directions for future use of the LSQ as a research tool are suggested. A four-page list of references and data tables are appended. (LMO)

ED 272 513 SP 028 026

Lasley, Thomas J., Ed.
Issues in Teacher Education. Volume II: Background Papers from the National Commission for Excellence in Teacher Education. Teacher Education Monograph No. 6.
American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-89333-043-4
PUB DATE- 86
NOTE- 239p.; For a related document, see SP 028 025.
CONTRACT- 400-83-0022
AVAILABLE FROM- American Association of Colleges for Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036 ($14.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; *Educational Trends; Government Role; Minimum Competency Testing; *Preservice Teacher Education; Teacher Certification; Teacher Education Curriculum; Teacher Evaluation; *Teaching (Occupation)
IDENTIFIERS- *National Commission for Excellence in Teacher Educ

The articles in this monograph provide a framework for reflecting on a variety of educational issues. In section one the historical roots of teacher education are examined. The second section deals more directly with what a teacher is and how the definitional properties of "the teacher" begin to dictate a curriculum for teacher education. The impact of regulation and testing on teacher education is the focus of the third section. The final chapter describes the nature of the federal government's involvement with teacher education. The following papers were selected from papers prepared for the National Commission for Excellence in Teacher Education: (1) "An Evaluation of the Rationale for Required Teacher Education: Beginning Teachers with and without Teacher Preparation" (Martin Haberman); (2) "From Quantity to Quality Teacher Education in Britain" (Harry Judge); (3) "Recent Reports on Education: Some Implications for Preparing Teachers" (Edward J. Meade); (4) "The Nebraska Consortium for the Improvement of Teacher Education" (Mary M. Kluender); (5) "The Implications for Teacher Education of Computer Technology" (Barbara Dubitsky); (6) "Preparing Teachers for Schools of Choice" (Mary Anne Raywid); (7) "Defining the Excellent Teacher Preparation Program" (Norma Nutter); (8) "Toward a More Desirable Profession" (Sharon P. Robinson); (9) "Testing Teachers for Certification and Recertification" (Eva C. Galambos); (10) "Performance-Based Certification in Georgia: Present and Future" (J. William Leach and Lester Solomon); (11) "Post Certification Development of Teachers and Administrators" (Richard C. Wallace); (12) "Quality Control of Teacher Preparation Programs through the Program Approval Process" (Herman E. Behling); and (13) "Excellence in Teacher Education: Options for a Federal Partnership" (David H. Florio). (JD)

ED 272 541 TM 860 457

Cronin, Joseph M.

Issues in National Educational Data Collection.

National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 14p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; College Bound Students; *Data Collection; *Educational Assessment; *Educational Research; Elementary Secondary Education; *National Surveys; *Research Design
IDENTIFIERS- American College Testing Program; National Assessment of Educational Progress; National Center for Education Statistics; Scholastic Aptitude Test

In redesigning the data program of the National Center for Education Statistics (NCES), there is a need for standard definitions, constant vigilance against redundancy and excessive data collection, audits and verification on local school data and continued attention to equity results as well as excellence and achievement. Major test scores, such as those obtained from the American College Testing Program and the Scholastic Aptitude Test should not be used to compare and contrast state achievement, since these tests were not designed for that purpose. The limits of the test instruments should appear in publications dealing with results of such tests. The following principles are suggested to guide NCES in data collection activity: (1) the data should be useful to federal, state and local policymakers or decision-makers; (2) the amount of data and number indicators should be limited to that which can be stored and analyzed within three months and reported to policymakers within the year; and (3) data should be drawn from sample rather than total populations. The National Assessment of Educational Progress is federally funded, and one option for including state assessments is to add funds to the contract. Two of the major concerns would be: (1) the cost of the expanded survey; and (2) timeliness of the reports. (JAZ)

ED 272 555 TM 860 471

McPartland, James M.; Becker, Henry Jay
A Model for N.C.E.S. Research on School Organization and Classroom Practices.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 40p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Research; *Data Collection; Elementary Secondary Education; *Information Needs; Institutional Characteristics; *Instructional Improvement; Models; National Surveys; Questionnaires; *Research Design; *School Effectiveness; School Organization
IDENTIFIERS- Effective Schools Research; National Center for Education Statistics

A model is presented for studying how schools provide instruction to students. A major function of the National Center for Education Statistics is to collect data for understanding and improving how schools provide instruction. The model describes school factors (characteristics, staffing, organization, policy, and student evaluation); classroom operating conditions (instructional quality time on task, and social and learning environment); student inputs (individual needs, abilities, and interests); peer group and community factors; and student outcomes (academic skills, personal development, and attachment to school and good behavior). A number of guidelines for research design are discussed: (1) the school or classroom, not the student, should be the unit of analysis; (2) the sampling unit should be the school and classrooms, and a wide variety should be included; (3) school policy and classroom practices need to be measured appropriately; (4) descriptive data should be collected before causal conclusions can be made; and (5) the impact of school-level treatments on students should be measured and continued as students move on. Fourteen sample questionnaire items are included, as well as a five-page reference list. (GDC)

ED 272 583 TM 860 545

Kearney, C. Philip; And Others
Assessing Higher Order Thinking Skills.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ERIC-TME-R-90
PUB DATE- Apr 86
NOTE- 67p.
CONTRACT- 400-83-0015
AVAILABLE FROM- ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; *Cognitive Ability; *Cognitive Measurement; *Cognitive Processes; Creative Thinking; Critical Thinking; Decision Making; *Educational Assessment; Educational Policy; Educational Trends; Elementary Secondary Education; Logical Thinking; *Measurement Techniques; Problem Solving; State Programs; *Teaching Methods; Time Management
IDENTIFIERS- Blooms Taxonomy; Connecticut; Michigan; *Thinking Skills

Four presentations from the 1985 Annual Michigan School Testing Conference on "Assessing Higher Order Skills" are offered in this paper, and the chairman of the First General Session provides an introductory section. The papers individually and collectively address the problem of defining higher order thinking skills. A second major question facing those interested in teaching and testing thinking skills involves whether such skills should be taught and tested as a separate subject area or embedded and infused in existing subject matter. The paper by Michael H. Kean offers a concise treatment of the major questions facing those who would embark on the teaching and testing of higher order thinking skills. Edward D. Roeber and Betty L. Stevens describe the activities in Michigan during the planning and development stage for testing higher order skills, and outline the alternative approaches being considered by state level decision makers. Joan Boykoff Baron's paper provides an analysis of Connecticut's experiences in implementing a higher order thinking skills component in an ongoing assessment program. John Fremer and Mark Daniel provide a recapitulation of problems and prospects through a discussion of several recent developments in the assessment of higher order thinking skills. (LMO)

ED 272 626 UD 025 032

Comprehensive School Improvement Program. CSIP Handbook. School Improvement Is a Journey, Not a Destination. Second Edition.

New York City Board of Education, Brooklyn, N.Y.

PUB DATE- 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Improvement; *Educational Planning; Elementary Secondary Education; *Holistic Approach; Participative Decision Making; *Program Development; School Based Management; *School Community Relationship; *School Effectiveness; Urban Education
IDENTIFIERS- New York (New York)

The Comprehensive School Improvement Program (CSIP), a holistic school improvement plan currently operating in selected New York City schools, is explained in this guide. The handbook is divided into three sections. Section 1 discusses the goals of the CSIP, which are to enable the principal to become a more effective instructional leader of the school, and to involve the whole community in making its school more effective. The process equips community members with the skills to: analyze data; work collaboratively and reach decisions by consensus; formulate solutions, set goals, and implement plan activities; conduct effective meetings; resolve conflict; and evaluate plan effectiveness. Section 2 outlines the CSIP model and describes the program's eight phases, which are: (1) program entry; (2) schoolwide needs assessment; (3) planning committee formation; (4) review and summary of needs assessment; (5) development of CSIP; (6) plan implementation (monitoring and formative evaluation); (7) summative evaluation, revision, and refinement; and (8) process maintenance and institutionalization. Section 3 contains 11 appendices which outline roles and responsibilities of various program participants; provide recommendations for implementation and evaluation; and present a tool for keeping track of the disposition of agenda items. An 11-item bibliography is included. (KH)

ED 272 640 UD 025 052

Ghelfi, Linda M.
Poverty among Black Families in the Nonmetro South. Rural Development Research Report No. 62.
Department of Agriculture, Washington, D.C.
PUB DATE- Aug 86
NOTE- 35p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; *Economically Disadvantaged; Economic Status; Family Income; Heads of Households; Job Training; Labor Market; *Poverty; Unemployment; Welfare Services
IDENTIFIERS- *Nonmetropolitan Areas; *United States (South)

This report analyzes the sources of income and the income problems of black families in the nonmetropolitan South based on 1980 data. It also describes some characteristics of family householders and adult family members related to income-earning capacity, such as age, education, work disability, labor force status, occupation, and weeks worked. To illustrate how the characteristics of these families differ from or coincide with those of the majority of southern nonmetropolitan families, the report compares blacks and whites by poverty status and family type. Black families are three times as likely to be poor as white families. Southern nonmetropolitan black families, especially female householder families, continue to have a high incidence of poverty. Black family members had much higher unemployment rates than did whites in all poverty status and family type categories. Factors associated with poverty among black families include low educational attainment, high unemployment rates, young or old age, low-wage occupations, lack of participation in the labor force, and lack of employment opportunities. Measures to help solve the poverty problem include: (1) increased and improved schooling; (2) economic development programs such as enterprise zones; (3) job training; (4) daycare for preschool children of single parents; and (5) improvements in public assistance programs. Statistical charts are included. (ETS)

ED 272 418 SO 017 331

Wheeler, Helen Rippier
Japan-America Connections: Knowing about Japanese Women.
SPONS. AGENCY- Women's Inst. for Freedom of the Press, Washington, D.C.
PUB DATE- 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bibliographies; Course Descriptions; Higher Education; *Mass Media; Online Searching; Postsecondary Education; Womens Education; *Womens Studies
IDENTIFIERS- *Feminist Criticism; *Japan

Winning the 1985 "Media and Women" Course Outline Contest awarded by the Women's Institute for Freedom of the Press, this course syllabus covers a semester-long interdisciplinary course on Japanese women and feminism as they are portrayed in the media and through the study of bibliographic references relevant to the topic. Objectives listed by the author include recognizing and documenting the universality of sexism, learning concepts and practicing skills associated with evaluation, use of research tools, and viewing-listening of all forms of media. Types of media listed include commercial and independent, print and non-print, traditional and feminist. While the syllabus includes researching and using standard library tools, the course also introduces the student to feminist bibliographic resources, and includes an introduction to on-line searching and data bases. Also included are lectures on Japanese history and women, discussions and readings on the similarities and differences between Japanese and American women, the development of media portfolios on course-related topics, and book reviews of feminist books. An appendix includes an extensive bibliography, a filmography, and seven pages of bibliographic exercises related to course subject matter. (CBC)

ED 272 465 SP 027 846

Lowyck, Joost

Teacher Thinking: A Critical Analysis of Four Studies.

PUB DATE- Apr 86
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Foreign Countries; *Instructional Development; Interaction Process Analysis; Lesson Plans; Research Methodology; *Research Reports; Student Teachers; *Teacher Attitudes
IDENTIFIERS- Belgium; *Teacher Thinking

This paper reviews critically four studies on teacher thinking as conducted at the Center for Instructional Psychology, University of Leuven, Belgium. The four empirical studies were: (1) a process analysis of teaching; (2) subjective problems of student teachers while teaching; (3) context variables during lesson planning; and (4) post-interactive reflections of teachers. The critiques present discussions on the following elements of the studies: (1) data from the literature; (2) data from the descriptive-empirical research; (3) research methodology used in the study; and (4) results.

Included in the discussion are analyses of the cognitive processes of teachers in the pre-active (planning) phase, the interactive phase; and the post-interactive phase of teaching a unit of study. A discussion is presented of results of the four studies grouped into categories: (1) substantial results; (2) methodological questions; and (3) theoretical value of the studies. Seven pages of references are included. (JD)

Glines, Don

Resources for the Future.

San Diego State Univ., Calif. National Origin Desegregation Assistance (Lau) Center.

PUB DATE- 84
NOTE- 5p.; In: Educational and Societal Futures: Meeting the Technological Demands of the 1990s. Proceedings of a Conference (Anaheim, California, April 28, 1983); see UD 024 362.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Futures (of Society); *Social Studies

This brief bibliography lists materials and resources of use to an instructor planning futures-oriented inservice and classroom instructional activities for teachers, students, and communities. Several publications of general interest to futurists are cited, following which materials within five different categories are listed: societal futures; educational futures; information groups; magazines; and classroom resources. (KH)

Thomas, Donald W.
Small Town Population Change in Ohio, 1960-1970 and 1970-1980.
PUB DATE- Aug 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Salt Lake City, UT, August 27-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Size; *Municipalities; Population Distribution; Population Growth; *Population Trends; *Rural Areas; Rural Population; Trend Analysis; Urban to Rural Migration; Urban to Suburban Migration
IDENTIFIERS- Appalachia; *Ohio; *Small Towns

This study of population change in Ohio during the 1960s and 1970s analyzed change by size of place and found sharp contrasts between the two decades. Places in metropolitan core counties which had the highest growth rate in the 1960s showed that lowest growth rate in the 1970s. Small towns in fringe metropolitan areas and nonmetropolitan counties had higher growth rates in the 1970s, despite the state's overall lower growth and in contrast to the 1960s when Standard Metropolitan Statistical Area core small towns had the best growth and decline. Ohio's 16 Appalachian counties *unexpectedly turned from declining population in the 1960s to* growth counties in the 1970s with the bulk of growth occurring in places of smallest size. Unincorporated areas showed much higher growth rates in the 1970s than incorporated places in both metropolitan fringe counties and nonmetropolitan counties. Five tables present percentages of population growth, loss, and stability during the two decades by size of place and by metropolitan and nonmetropolitan status, and in rural turnaround countries by size of place, and give a breakdown of 1970 and 1980 population in incorporated and unincorporated areas by metropolitan status. (LFL)

ED 272 373 SE 046 862

Beal, Jack L.; And Others
A Review of Incentive Programs for Mathematics and Science Teachers in the Fifty States and District of Columbia, 1983-1984.

Washington Univ., Seattle. Coll. of Education.
PUB DATE- May 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Financial Support; *Incentives; *Mathematics Teachers; National Surveys; *Preservice Teacher Education; Science Education; *Science Teachers; *Student Loan Programs; *Teacher Recruitment; Teacher Shortage
IDENTIFIERS- Mathematics Education Research; Science Education Research

As a response to the increasing mathematics and science teacher shortage, incentive programs have been developed and offered throughout the United States. Data pertaining to these programs were obtained from questionnaires completed by state officers from the District of Columbia and all of the 50 states except Hawaii. Survey results are organized and reported in eight separate areas. These findings reveal that: (1) 31 states currently offer incentive programs; (2) incentive loan programs are the most common type offered; (3) approximately 28 million dollars were spent for incentives for mathematics and science teachers between 1983 and 1986 (35% of the respondents did not report funding amounts); (4) approximately 7,000 people received funds under these programs (15% of the respondents did not provide this information); (5) eligibility required state residency and/or the need for certification or upgrading; (6) some states included subject areas other than science and mathematics in their incentive programs; (7) most states (92%) have plans to continue the programs in 1986-1987; and (8) three states completed evaluation studies on their programs. An appendix summarizes the type of program and percentage of funds for each state. (ML)

ED 272 388   SE 046 882

Report of the Planning Conference for a Study of Statistics on Supply of and Demand for Precollege Science and Mathematics Teachers.

National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- 86

NOTE- 79p.

AVAILABLE FROM- Committee on National Statistics, National Research Council, 2101 Constitution Avenue, Washington, D.C. 20418.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Data Analysis; Data Collection; Educational Research; Elementary Secondary Education; Mathematics Education; *Mathematics Teachers; Models; Preservice Teacher Education; *Research Methodology; Research Problems; Science Education; *Science Teachers; Secondary School Mathematics; Secondary School Science; *Secondary School Teachers; Statistical Data; Teacher Certification; *Teacher Shortage; *Teacher Supply and Demand

Statistical issues associated with the supply and demand of science and mathematics teachers are reviewed in this conference report of the Committee on National Statistics. The conference was held to generate a plan for a study that would make recommendations to improve the information, sources, statistics, and models used in estimating and projecting the supply and demand for precollege science and mathematics teachers. Consideration was also given to elementary and middle school conditions. Major topics addressed included: (1) concepts of a qualified teacher and related statistical problems; (2) models used by the National Center for Education; (3) data on supply and needed improvements; (4) data on demand and needed improvements; and (5) activities for a proposed study on supply and demand for precollege science and mathematics teachers. Activities selected as important were those that focused on: measurement of teacher quality; descriptions of the entry/exit/bumping system; development of teacher population profiles; assessment of existing national and state data resources on teacher supply and demand; evaluation of project models; and review of statistics from colleges of education. This report also contains listings of the conference's participants, agenda, and reference sources. (ML)

ED 272 403 SO 017 257

Akalin, Oguz, Ed.
The Special School System in the Federal Republic of Germany.
Inter Nationes, Bonn (West Germany).
PUB DATE- 85
NOTE- 27p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; Cross Cultural Studies; *Disabilities; Elementary Secondary Education; *Mainstreaming; *Normalization (Handicapped); *Special Education Teachers; *Special Schools; *Vocational Education
IDENTIFIERS- West Germany

By policy of the Federal Republic of Germany, compulsory school attendance applies to exceptional children as well as to children in regular classroom environments. This policy also allows for children with disabilities, whenever possible, to have joint instruction in regular classrooms. Part 1 of this report summarizes the current special school system in West Germany, giving particular emphasis to physical and mental limitations as standards of admission to schools for the blind, the visually- impaired, the deaf, the hearing-impaired, the mentally handicapped, the physically handicapped, the educationally subnormal, the speech-impaired, the behaviorally disturbed, and children undergoing prolonged hospitalization. Each school situation is defined and particular efforts and problems of each area are discussed. Early promotive measures adopted by the states are described as is vocational training available for the handicapped. Difficulties experienced by foreign students, both in special and regular classes, is mentioned. Part 2 of this report deals with responses to special schooling by teacher unions, political parties, state ministries, and parent associations. Selected comments all stress priority given to social integration of special school students into family, professions, society, and into normal and vocational school situations. This priority is encouraging. (CBC)

ED 272 435 SO 017 386

Pontious, Melvin; And Others

A Guide to Curriculum Planning in Music Education.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 86
NOTE- 136p.; Produced by the State Music Curriculum Task Force.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administration; *Curriculum Development; Educational Assessment; Elementary Secondary Education; Exceptional Persons; *Music Education; *Music Facilities; Outcomes of Education
IDENTIFIERS- Wisconsin

Designed to assist curriculum development efforts in school music programs, this curriculum guide is divided into five parts. Part 1, "Introduction," covers background, a rationale for school music programs, curriculum goals, curriculum development, and terminology. Part 2, "Music Outcomes," presents an overview, general music outcomes, choral music outcomes, and instrumental music outcomes. Part 3, "Management of the School Music Program," looks at administration, supervision, program standards, and assessment and evaluation. Part 4, "Issues in Music Education," has an introduction and covers community related issues, careers in music, music and other subject areas, computer applications, professional growth, music for the exceptional child, and learning styles in music. Part 5, "Appendixes," includes standards for approved music teachers preparation programs, program standards self-evaluation checklist, sample activity worksheets, and minimum allocated instructional time recommended by the Wisconsin Department of Public Instruction. References are included for parts 3 and 4. Numerous charts illustrate learning outcomes and sample activities. (JEH)

ED 272 450 SP 027 446

Pfeifer, Joselle Davis
Student Accountability and Course Repetition. What Works Best?
PUB DATE- Apr 85
NOTE- 46p.; Research Report for Masters of Science in Education, Southern Oregon State College.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Failure; *Accountability; Grade Repetition; Junior High Schools; *Junior High School Students; Learning Strategies; *Required Courses; *Student Promotion

This paper describes a research study on promotion with reservation, in which students are accountable for their course work and must repeat courses they have failed. Subjects of the study were seventh and eighth grade students at Scenic Junior High School, Oregon. These students failed required courses during the school year 1983-84 and chose among the course repetition options to: (1) repeat the course immediately; (2) wait one semester before repeating the course; (3) attend summer school; (4) repeat with the same instructor; and (5) repeat with a different instructor. Background information is provided on the school curriculum and literature on the subject of in-grade retention. Charts provide information on the failure patterns of the students and the success rate of students who repeated courses. Findings indicated that the success rate of students in summer school was higher than that of students repeating courses during the regular school year. There was little difference in the success rate of students who repeated a course with the same teacher and those who repeated with a different teacher. Some recommendations are made on accommodating the needs of seventh and eighth grade students who fail core courses. (JD)

ED 272 499 SP 027 920

Barnes, Donald L.
Craftsmen and Scholars: The Case for Academic Majors in Teacher Education.
Coalition of Teacher Education Programs.
PUB DATE- 85
NOTE- 45p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; Critical Thinking; Elementary Secondary Education; Higher Education; *Intellectual Disciplines; *Preservice Teacher Education; Problem Solving; Scholarship; *Teacher Education Programs

This paper delineates several of the major problems confronting teacher educators, public school instructors, and school corporations today: changes in public school populations; difficulties in recruiting quality teacher education candidates; and problems in initiating significant changes in teacher education programs. It makes a plea for the creation of more stimulating academic programs at all educational levels. Desirable attributes of these recommended instructional components are described, and their importance to the development of pupil problem-solving and reasoning skills are noted. In addition, a three-phase teacher education program (with prominent academic features) is detailed. The appendices include a course evaluation chart for an elementary education program, a summary of recent changes in institutional teacher education requirements in Indiana, and a set of problem situations that require critical thinking for their solutions, as well as a four-page outline by Robert Ennis entitled "Goals for a Critical Thinking Curriculum." (JD)

ED 272 569 TM 860 485

Usdan, Michael D.
Educational Data Needs for the Balance of the 20th Century: Some Perspectives on the Emerging Environmental Context.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 26p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Data Collection; Educational Economics; Educational Quality; *Educational Trends; Elementary Secondary Education; Enrollment Trends; Higher Education; *Information Needs; Minority Group Children; *Nontraditional Education; *Population Trends; School Business Relationship; Student Characteristics; Training
IDENTIFIERS- National Center for Education Statistics

New types of data must be collected to reflect changes in the educational delivery system as training is provided by nontraditional or non-institutional services. Educational data should be derived not only from schools, but also from private industry, the military, volunteer organizations, and other agencies which provide training. Data should be of higher quality and should be more comparable between and within states. Better indicators of the elements that strengthen academic achievement are needed, as well as data that can be used to demonstrate the cost-benefit payoffs of various instructional programs. Ten broad issues which should help illuminate the specific data that will be necessary are discussed: (1) development of human resources; (2) implications of the changing population in terms of minority students and percentage of the population in school, working, or retired; (3) importance of reconfiguring and redefining education; (4) impact of technology on education and economic development; (5) effects of an aging, changing workforce; (6) special problems of urban and minority youth; (7) need to define and achieve educational quality; (8) weaknesses in foreign language instruction; (9) inter-level educational relationships; and (10) development of an appropriate federal role in educational policy. (GDC)

ED 272 597 UD 024 743

A Guide for Developing Non-Instructional Programs.
National Urban League, Inc., New York, N.Y.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 83
NOTE- 238p.

CONTRACT- 300-80-0861
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agency Cooperation; *Ancillary School Services; Cooperative Programs; Elementary Secondary Education; Health Programs; Needs Assessment; *Program Design; *Program Development; Program Evaluation; *Program Implementation; Psychological Services; School Role; Social Services
IDENTIFIERS- Follow Through Services NY

This handbook presents a comprehensive, step-by-step guide for educators, parents, and community leaders who are interested in providing non-instructional services in an educational setting. The general concepts are based on a program development model that has been adapted to the special concerns of non-instructional in-school programs. The specific ideas and examples in the handbook are derived from the experiences of Follow Through Program sites in New York City, which included health services, social services, guidance and psychological services, and nutrition services. The main body of the handbook consists of five sections which outline program development: (1) Needs Assessment (identifying the problems and needs to be addressed by the program); (2) Program Design (planning service delivery and management strategies for addressing these needs); (3) Program Implementation (operating the program based on clearly specified program objectives); (4) Program Monitoring (determining whether the program is being implemented efficiently and effectively and is meeting its service delivery and management objectives); and (5) Interagency Cooperation (forming linkages with other agencies and programs for the sharing and exchanging of ideas and resources). The handbook also presents a case study of non-instructional services in the Follow Through Project, a workbook containing worksheets and a checklist for each stage of program development, and an extensive annotated bibliography. Charts, tables, and other illustrative material are included to provide a capsule view of the program development process and to present examples of the concepts and activities being discussed. (KH)

ED 272 611 UD 025 003

Project CHAMP, 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 42p.; For 1983-84 OEA Report, see ED 270 514. Appendices may not reproduce well due to light print.
GRANT- G00-830-2135
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Asian Americans; *Bilingual Education Programs; *English (Second Language); High Schools; Immigrants; *Native Language Instruction; *Program Effectiveness; *Second Language Instruction
IDENTIFIERS- *New York (New York Metropolitan Area)

In 1984-1985, the second year of a three-year funding cycle, Project CHAMP provided instruction to 600 primarily Chinese-speaking students of limited English proficiency (LEP) in grades 9-12 at Seward Park, Washington Irving, and Martin Luther King, Jr. High Schools in New York, New York. Seward Park was the primary site of the project and most program staff were based there. Approximately 70 percent of the participating students were born in the People's Republic of China. Other countries of origin included Hong Kong, Taiwan, Thailand, Vietnam, and Korea. The program contained two instructional components. The goals of the basic component are to provide instruction in English as a Second Language (ESL), native language arts, science, mathematics, computer mathematics, and social studies. An intensive literacy component was offered at Seward Park to those students who were found to be functionally illiterate in the native languages and who lacked basic academic skills. Seward Park's staff worked well together with continuing support from the project director and school administration. However, the site experienced problems with overage students and overcrowded conditions, and had difficulty in recruiting math and science teachers. The program provided funds for curriculum materials development, staff development, and parent participation activities. Academic objectives were met in ESL, native language reading, content-area courses, and attendance. (KH)

ED 272 482 SP 027 889

Jung, Steven M.
Guidelines: Guidelines for Evaluating Teacher Incentive Systems. No. TQ84-7.
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- Department of Education, Washington, DC.; Spencer Foundation, Chicago, Ill.

PUB DATE- Nov 84
NOTE- 30p.; Photographs will not reproduce clearly.
GRANT- G00-830-3600
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Incentives; Job Performance; *Merit Pay; *Policy Formation; *Program Development; Program Evaluation; Teacher Salaries

This paper offers guidelines for policy makers who are responsible for establishing incentive programs for teachers. It provides a framework for: (1) identifying performance-based incentive systems; (2) examining their underlying assumptions; (3) classifying program operations (types of incentives, methods of reward delivery, timing and types of performance standards and measures); and (4) checking that a program as implemented is ready for evaluation. The prospects for learning from incentive experiments are discussed. (JD)

Smith, Douglas K.; Holliday, Peter J.

Learning Style and Academic Achievement in Fourth, Fifth and Sixth Grade Students.

PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Environment; *Cognitive Measurement; *Cognitive Style; Environmental Influences; Individual Differences; Intermediate Grades; *Learning Processes; Physical Environment; Psychological Characteristics; Social Influences
IDENTIFIERS- *Learning Style Inventory

The study investigates differences in learning styles as measured by the Learning Style Inventory (LSI), an instrument designed to identify sociological, emotional, environmental, and physiological factors that form an individual's learning style. The subjects for the study were a sample of fourth-, fifth-, and sixth-graders in a midwestern elementary school. The students were divided into three groups according to their achievement scores on the Iowa Test of Basic Skills. A series of one-way analyses of variance was conducted with scores on the LSI as the dependent variables and achievement category as the independent variables. Post hoc comparisons were completed as needed using the protected t-test. The findings support the previous findings that students do manifest significant variations in how they prefer to learn in a classroom setting. The average achievers did not display a significant preference for a particular learning style, while the high and low achievers did. The high achievers were more independent and motivated than other students, and they indicated significantly fewer physical needs than the others. No significant differences were indicated for global factors of sociological needs, emotionality and immediate environment. Based on the results of this study, teaching strategies could be developed to potentially enhance learning of the different achievement groups. (JAZ)

ED 272 419 SO 017 359

Lawson, Luther D.; O'Donnell, Margaret G.
Student-Teacher Characteristics and Economic Literacy: A Middle-Grade Study.
SPONS. AGENCY- Joint Council on Economic Education, New York, N.Y.
PUB DATE- 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economics; *Economics Education; Grade 6; Intermediate Grades; Middle Schools; Research Methodology; Surveys; *Teacher Student Relationship
IDENTIFIERS- Basic Economics Test

The purposes of this study were (1) to determine to what extent sixth grade children from two North Carolina counties were learning economic concepts as a result of their teachers' inservice activity and general preparedness; and (2) to identify what socio-economic, demographic, and attitudinal factors might contribute to a child's knowledge of economics. The Basic Economics Test (BET) was used to measure the extent of economic literacy. Two survey instruments accompanied the BET. Each served to capture the various teacher-student characteristics that might contribute to the child's understanding of economics. When the data were compared between the two counties and the norming sample, it was found that North Carolina children were at or slightly below par compared to their peers throughout the nation. When the data were disaggregated by student-teacher characteristics and test scores, a clear and definitive pattern emerged. With respect to student characteristics, such variables as family income, family education, the extent of a child's environmental awareness (Family Travel), and race demonstrated a positive correlation, based upon a priori expectations, among the several assigned cells. This finding was true regardless of the county under investigation. Various teacher characteristics yielded interesting correlations between select categories and the children's average score. The findings illustrated a direct relationship between the amount of time an instructor expended teaching social studies in general and economics in particular. Several tables are included. (Author/JEH)

ED 272 466 SP 027 849

Butt, Richard; And Others
Individual and Collective Interpretations of Teacher Biographies.
Lethbridge Univ. (Alberta). Faculty of Education.
PUB DATE- Apr 86
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; Cultural Influences; Family Influence; *Individual Development; Interpersonal Competence; Personality Traits; Teacher Attitudes; *Teacher Background; *Teacher Behavior

This paper presents a rationale for using a biographical approach in understanding how teachers think and act and how they have come to think and act in the way they do. This approach is seen as being able to provide a fundamental understanding of the teacher's perspective. Understanding how teachers individually and collectively think, act, develop professionally, and change during their careers might provide new insights as to how one might approach necessary reform, change, and improvements in education. The main part of the paper attempts to illuminate the potential of this approach through descriptions of two teachers' autobiographies. An effort at collaborative interpretation of these biographies is provided to identify the nature, sources, and manner of evolution of the special kind of thinking, action, and knowledge that pertains to their teaching. A brief comparative analysis is included to reveal similarities and differences and illustrate themes that might characterize the personal practical knowledge of other teachers. (JD)

ED 272 467 SP 027 851

Labaree, David F.
Proletarianizing the High School Teacher.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 16 Mar 86
NOTE- 37p.; Revision of a paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
GRANT- NIE-9-0173
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- *Educational History; High Schools; *Professional Autonomy; *Professional Recognition; *Secondary School Teachers; Teacher Characteristics; Teacher Recruitment; Teacher Salaries
IDENTIFIERS- *Pennsylvania (Philadelphia)

The aim of this paper is to explore the process by which the high school teacher lost his position of power and privilege and to consider the implications of this process for a fuller understanding of the history of schooling during the period of decline. This change is analyzed by looking in both the earlier and later periods at three different elements that defined the position of these teachers--the status of high school teachers in relation to the rest of the teaching force, the method used in recruiting these teachers, and the degree of autonomy that they exercised in governing the high school. The discussion is based on a case study of a prominent early high school for boys, the Central High School of Philadelphia (1841-1907), and draws on a variety of archival sources--including faculty meeting minutes, faculty biographies (compiled by an early historian of the school), and annual reports. Several tables and a list of references are included. (JD)

ED 272 483 SP 027 890

Palaich, Robert
Strategies: State Strategies to Improve Teaching. No. TQ84-5.
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- Department of Education, Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 85
NOTE- 21p.
GRANT- E00-830-3600
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Educational Policy; Elementary Secondary Education; *Government Role; *Policy Formation; Political Influences; *State Standards; Teacher Education; *Teacher Improvement

This monograph, one of the nine-booklet Teacher Quality Series, explores the state/local control boundary and suggests how state policy can encourage local strategies to improve teaching. The following topics are covered: (1) understanding the developmental process in teachers; (2) clarifying goals in policy formation; (3) policies indirectly related to classroom events; (4) policies directly related to classroom events; (5) implementing educational innovations; and (6) fitting policies to problems. Information about the other booklets in this series concludes the document. (JD)

Priest, Laurie, Ed.
Basic Instruction in Physical Education.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 86
NOTE- 65p.
CONTRACT- 400-83-0022
AVAILABLE FROM- ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Credits; *College Curriculum; *Curriculum Design; Educational History; *Educational Trends; Elective Courses; Grading; Health Education; Higher Education; *Physical Education; Physical Fitness; Required Courses
IDENTIFIERS- *Basic Instruction Programs

Chapter 1 of this monograph dealing with basic physical education instruction programs traces the history of physical education in colleges and universities from 1885 to 1985. Physical education programs became strongly entrenched within the higher education curriculum with the sanction of college administrators who recognized a responsibility to college students for their physical health as well as their mental growth. The changing emphasis in the physical education curriculum from formal health-oriented calisthenics to programs offering development of lifetime sport skills is discussed, as well as the societal pressures that brought about these changes. In chapter 2, the current status of the basic instruction program in physical education in institutions of higher education in the United States is described. A discussion is presented on the problem of whether the physical education program in a college or university should consist of required or elective courses. Questions on tenure for physical education faculty, financing the athletic program, credits given toward graduation, and the general design of the physical education program are also considered. The final chapter offers reflections on the future of physical education on college campuses. It is pointed out that at present there is no consensus on the goal-orientation of physical education programs. The future direction of physical education may either be toward developing skills for the enjoyment of individual lifetime sports, or toward an emphasis upon health education and physical fitness. (JD)

ED 272 542 TM 860 458

Darling-Hammond, Linda
Data on Teachers and Teaching: Opening the Black Boxes of Education.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 17p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Data Collection; *Educational Policy; Elementary Secondary Education; *Research Needs; Teacher Qualifications; *Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- *National Center for Education Statistics

Data about teachers and about the content and methods of teaching are most critical to understanding the conditions of education. Spotty evidence about two recent trends have produced a waft of legislation concerning teacher education, certification, and compensation across the United States. The first consists of data suggesting that the academic ability of those choosing to teach may be declining; the second suggests that the number of prospective teachers will soon be insufficient to meet the demand for new teachers. The data available are inadequate to firmly establish the existence or magnitude of these trends. Projecting teacher supply requires knowledge of at least three sources of potential supply: (1) the number of current teachers expected to remain in teaching; (2) the number of college graduates expected to choose teaching as their initial occupation; and (3) the number of individuals qualified to teach who are currently not teaching but might return to teaching. Data on teaching variables if gathered from teachers sampled in clusters by school and district and, if combined with administrative data on policies and school/student characteristics, would allow analysis of how policy and environmental factors influence teaching practice; how teacher characteristics--including qualifications and experience in the teaching area--influence practice; and how practices change over time. (JAZ)

ED 272 556 TM 860 472

Miller, Inabeth
A House of Bricks.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 15 Jun 85
NOTE- 10p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Libraries; *Data Collection; Elementary Secondary Education; Higher Education; *Information Needs; *Library Role; *Library Statistics; Library Surveys; *Media Research; Microcomputers; Research Problems; *School Libraries
IDENTIFIERS- Gutman Library MA; National Center for Education Statistics

Despite the recent interest in studying American education and remedying its problems, school libraries and media centers have been neglected in analyses of educational assessment and as instruments for educational improvement. Although statistics have been gathered on the number of books owned, information is also needed about the collection's currency, value, and utilization. Information should also be collected about the non-print materials, and students' use of databases and computers. Reliable and consistent methods are not commonly used for counting resources and personnel in school libraries, nor are current technologies used. Harvard University's Gutman Library has been collecting information on the use of microcomputers in 10,000 educational institutions. The data reported have not been reliable, particularly concerning the use of copyrighted software which has been copied by schools. As computer use increases in the school curricula, better ways to collect data on their use are needed. The advent of

telecommunications as part of a formal education will also affect data collection methods and needs. (GDC)

ED 272 584 UD 024 362

Ochoa, Alberto M., Ed.; Hurtado, Juan, Ed.

Educational and Societal Futures: Meeting the Technological Demands of the 1990s. Proceedings of a Conference (Anaheim, California, April 28, 1983).

San Diego State Univ., Calif. National Origin Desegregation Assistance (Lau) Center.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 84

NOTE- 219p.; For individual conference papers, see UD 024 363, UD 024 365-375 and ED 267 489.

AVAILABLE FROM- National Origin Desegregation Assistance Center, San Diego University, 6363 Alvarado Ct., 22-B, San Diego, CA 92120 ($9.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)

DESCRIPTORS- *Elementary Secondary Education; *Futures (of Society); *Higher Education; *Long Range Planning; *Social Change; *Technological Advancement

Papers collected in this book either discuss steps that might be taken to prepare students and teachers for the future, or speculate on what schooling, curriculum, and educational needs might be like in the next century. An introduction to the collection by Alberto M. Ochoa precedes the following papers: (1) "Creating a Desirable Education System" (Robert Theobald); (2) "The Future of Global Society" (Don Glines); (3) "New Age Ethics: Ethical Implications on Critical Future Issues" (Patricia W. Anderson); (4) "Socioeconomic Cultural Pluralism: Its Meaning for the Future and Education" (Bob H. Suzuki); (5) "The Information and Synergetics Revolution: Implications for Educational Leadership Change" (Linda Groff); (6) "Rethinking Educational Equity: Restructuring Education for an Information Society" (Shirley McCune); (7) "Education in the 1990s: A Demographic View" (Ernest F. Garcia); (8) "'Classroom' of the Future: 2058 AD" (Robert A. Cervantes and Celia Z. Castaneda); (9) "Career and Work in the 1990s: A Challenge to Our Present Educational Focus" (Janet Cameron Fisher); (10) "Global Societal Trends and the New Technology: Implications for Teacher Credentialing" (John F. Brown and Michael D. McKibbin); (11) "Alternative Graduation and Entrance Requirements: A Human Essential" (Don Glines); (12) "Student Human Potential: Going Beyond the Basics" (Sylvia Ann White); and (13) "Resources for the Future" (Don Glines). (KH)

ED 272 627 UD 025 035

LoPresti, Peter L.
Bilingual and Multicultural Education: A Personal Perspective.
California State Univ., Los Angeles.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 8p.
GRANT- A409713
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)
DESCRIPTORS- *Access to Education; *Bilingual Education; Bilingual Teachers; Cultural Awareness; Elementary Secondary Education; Equal Education; Ethnic Groups; Limited English Speaking; Minority Groups; *Multicultural Education; *Teacher Education
IDENTIFIERS- *California

The multicultural and bilingual population of California will continue to increase over the next decades, and as a result, the role of multicultural and bilingual education will increase in importance. Since the 1970s improvements have occurred in instructional materials, in program evaluation, and in teacher certification to meet the needs of California's bilingual population, but the point has not yet been reached where such changes have been wholly accepted and institutionalized. Bilingual training has been viewed as a facilitative mechanism, not as something central to the overall preparation or basic mission of teachers. Education must beginned to be viewed from the perspective of the learner, regardless of his or her language or race, and include native language and culture as the first focal point of education. The cultural and historical lessons of education will include more than those provided by Protestant America and school will concentrate on a good basic education for all, built upon a notion of a common and shared human background. The emphasis on training educational personnel in cultural diversity must be continued and expanded; more teachers from more different ethnic backgrounds must be recruited; and teacher training should be solid and stress general education, subject matter concentration, professional pedagogical preparation, and field experience at the classroom level to be taught. Finally, fundamental changes are needed at the level of State education policy to ensure more recognition of cultural diversity and more attention to the limited English speaking student. (KH)

ED 272 641 UD 025 053

Rosenzweig, Sue, Comp.

Resources for Youth Workers and Program Planners. Revised and Expanded Edition.

SPONS. AGENCY- North Carolina Univ., Chapel Hill. Center for Early Adolescence.

PUB DATE- 86

NOTE- 46p.

AVAILABLE FROM- Center for Early Adolescence, Univeristy of North Carolina at Chapel Hill, Suite 223 Carr Mill Mall, Carrboro, NC 27510 ($5.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Adolescents; Asian Americans; Black Youth; Elementary Secondary Education; Health; Hispanic Americans; Mental Health; Public Policy; Sex Differences; *Youth Programs

Presented is an annotated resource list of materials on youth and adolescence published mainly during the 1970s and 1980s. Entries are arranged alphabetically by author and are divided into the following sections: (1) an overview of early adolescence; (2) social trends, public policy, and the 3:00 to 6:00 PM issue; (3) model programs; (4) program development, administration, and evaluation; (5) program implementation; (6) youth participation; (7) racial, ethnic, and gender differences; (8) physical and emotional health; (9) adolescent abuse and neglect; and (10) miscellaneous. Brief cross referencing notes are provided at the end of each section or subsection of the document. (ETS)

ED 272 358 SE 046 683

Fortner, Roseanne W.
A Multi-Phased Evaluation of the Impact of a Non-School Science Exhibition.

SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; Community Education; *Environmental Education; *Exhibits; Experiential Learning; Knowledge Level; *Mobile Educational Services; *Nonschool Educational Programs; *Outreach Programs; Student Attitudes
IDENTIFIERS- *Informal Education; *Lake Erie

The impact of "The Great Lake Erie," an outreach program that aimed to improve visitor knowledge and attitudes about Lake Erie, is discussed in this evaluative study. "The Great Lake Erie" was presented as a two-part program consisting of a lecture and demonstration stage presentation and a series of exhibits. The program was open to school groups during weekdays and to the general public on weekends and evenings. Visitor behavior at the exhibits was monitored, and the 17 displays were evaluated on their attention-holding ability, knowledge impact, instructional component, accommodation potential, and self-directiveness. The highest rated exhibits tended to be self-directive and highly interactive. To assess knowledge and attitude changes related to the program, a pretest-posttest questionnaire was completed by visiting adults and students. Students and adults responded differently to the program. Adults showed significant knowledge gain while students did not. On attitudes, students and adults were positive on the pretest, but only students showed a positive shift on the posttest. Positive feedback was obtained from teachers who participated in the program with their classes. A diagram of the display area and exhibit design, as well as observation form, are included. (ML)

ED 272 404 SO 017 262

Smith, Douglas C.
Lessons from Afar: The Chinese High School in Modern Taiwan and Other Essays.
Pacific Cultural Foundation, Taipei (Taiwan).

PUB DATE- 86
NOTE- 224p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Historical Materials (060) Books (010)

DESCRIPTORS- Confucianism; *Cross Cultural Studies; Cultural Awareness; Cultural Education; Educational Assessment; Foreign Countries; *High Schools; *International Education; Middle Schools; Moral Development; Philosophy; Secondary Education; Secondary School Curriculum; Social Studies; Social Values; Sociology; World History
IDENTIFIERS- *Taiwan

The purpose of this study is to describe and analyze for American readers the Chinese high school in Taiwan today, both its historical-philosophical context and its current operational framework. Part 1 of the study, "The Social, Historical, and Cultural Provenance of the Modern Chinese High School in Taiwan," covers methods and models, a history of modern Taiwan, Taiwan's place in Chinese educational history, Taiwan's educational system under the Japanese, Sun Yat-sen's SAN MIN CHU-YI and educational development, John Dewey's influence on Chinese pedagogy, the traditional Chinese examination system, the influence of Confucius, the childhood experience in Taiwan, the growth of literacy, and education as a change agent. Part 2, "Contemporary Issues and the Chinese High School in Taiwan," focuses on the high school, a historical look at Chinese tertiary education, educational reform, the middle school, curriculum and the academic high school, discipline and parental involvement, moral education, teaching methodology for the high school, extracurricular activities, educational expenditures, faculty, facilities, entrance examinations, a statistical analysis of the high schools, a case study, and a review of criticisms, concerns, appraisal and assessment. A five-page bibliography and a list of persons interviewed for the study are appended. (JH)

ED 272 436 SO 017 390

Manual for Repackaging of Information on Population Education.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 86
NOTE- 99p.; Portions of the document contain small type.
CONTRACT- OPE/858-2000
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Abstracts; Bibliographies; Data Analysis; Data Collection; *Indexes; *Information Centers; Information Dissemination; Information Needs; *Information Processing; Information Services; Information Utilization; Literature Reviews; *Population Education; *Selective Dissemination of Information; User Satisfaction (Information); Use Studies

Information is repackaged to assist population education information centers in their goal of facilitating the appropriate dissemination and use of information. Repackaging of information refers to the presentation of information in more understandable, readable, acceptable, and usable forms. This manual includes (1) guidelines for choosing repackaging activities; (2) identifying user groups, their information needs and corresponding repackaging activities; and (3) strategies for repackaging of population education information. This third section on strategies for repackaging makes up the bulk of the document and formats discussed include: accessions list, bibliographies, selective dissemination of information, literature reviews, case studies, state-of-the-art, abstracts, excerpts/extracts, reprints, handbooks/manuals, packages, translations, directories/inventories, newsletters, news sheets, news service, and audio-visuals. Sixteen references conclude the document. (BZ)

ED 272 451 SP 027 609

Schwartz, Henrietta; And Others
Proposed Center for Research on Teacher Education. NIE Planning Grant, Final Performance Report.
San Francisco State Coll., Calif. School of Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Institutional Cooperation; Program Development; *Research Coordinating Units; Researchers; *Research Needs; *Teacher Education; Teacher Educators

This report describes plans for implementing a proposed center for research on teacher education. The proposal for the Center was a collaborative effort involving the 19 campuses of the California State University System to develop a national base for research on teacher education. The first section describes briefly the efforts undertaken to develop this proposal. The Center proposal is organized around four points of collaboration among scholars and practitioners. The Center would: (1) create a diverse and extensive field laboratory for research; (2) involve teacher education practitioners as collaborators in all of the research projects; (3) create research opportunities for practitioners and solicit questions of concern to them; and (4) provide research expertise to support the research activities generated by the practitioners. A framework for knowledge-based reform is constructed around the three stages of teacher education practice: recruitment, professional development, and induction. Section two of the report details plans for executing research projects. A set of planning premises are presented. These take into consideration the following factors: (1) social change; (2) core values; (3) the nature of schooling; (4) the changing role of teachers; (5) the interagency dependence of schools and institutions of higher education; and (6) the impact of technology on all of these factors. A seven-page list of references is appended. (JD)

ED 272 500 SP 027 921

Broudy, Harry S.
The Case for Case Studies in Teacher Education.
Coalition of Teacher Education Programs.
PUB DATE- 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; Discipline Problems; Higher Education; *Preservice Teacher Education; Problem Solving; *Teaching Methods; *Videotape Recordings

The key to the improvement of teacher education lies in the identification of a set of problems that legitimately can claim to be so generic and important that all who teach will be familiar with them. Such problems are what case studies portray. Case studies constitute the problemata of the professional curriculum. In the present state of scholarship in and about education a consensus of learned opinion on generic problems is difficult to find, even though the potential for it exists. For these reasons, it is promising to seek a basis for consensus in a standard set of problems, or more specifically, a vidiotape portrayal of such a set. This paper describes a project currently underway at the University of Illinois to develop a videotape portrayal of problems shared by all teachers. Teachers participating in the project identified ten generic problem areas: (1) low status; (2) low student motivation; (3) parent-school relationship; (4) problems with administration; (5) too many non-instructional duties; (6) lack of time; (7) disicpline; (8) tracking, labeling and standardized testing; (9) expectations to solve societal problems; and (10) lack of funding. The project is developing 15 case studies illustrating these problems to be put on videotape for general use in teacher education programs. (JD)

ED 272 570   TM 860 486

Valdivieso, Rafael
Hispanics and Education Data.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 19 Jul 85
NOTE- 10p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Adult Education; *Data Collection; Economic Factors; Educational Attainment; Elementary Secondary Education; Ethnic Groups; *Hispanic Americans; *Language Handicaps; Poverty; Preschool Education; *Research Needs
IDENTIFIERS- High School and Beyond (NCES); *National Center for Education Statistics

Although the National Center for Education Statistics (NCES) and other organizations have collected some data on Hispanics, there is a demand for further information on Hispanics at various levels. NCES will probably have to expand its data collection to the preschool level in order to account for the effect of societal factors on later schooling. Data on upper elementary to early high school is needed in order to study the relationship between language difficulty, low academic achievement, and dropout rates. A longitudinal study is needed that spans the upper elementary through high school years. Collecting information on young adults who are not high school graduates becomes more complicated as more adults immigrate into this country. The October Current Population Survey could be used to address questions at the adult level. Specific data or modifications are needed in the following areas: ethnic subgroups, nativity and recency of migration, language, gender, age, parent education, and "at risk" construct. It is important to maintain the High School and Beyond (HS&B) data base because of its value in assessing student performance, school effectiveness, and student changes over time. The oversampling of some Hispanic subgroups in HS&B is critical to making it the most useful national survey. (JAZ)

ED 272 612 UD 025 004

Walton High School Project BLAST, 1984-1985. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 46p.; Appendix A may not reproduce well due to small, light print; For 1983-84 OEA Report, see ED 261 138.
GRANT- G00-830-2649
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; *Career Education; Citizenship Education; English (Second Language); High Schools; *Hispanic Americans; Limited English Speaking; *Native Language Instruction; Program Development; *Program Effectiveness; *Second Language Instruction
IDENTIFIERS- New York (Bronx)

In 1984-85, Project BLAST provided English as a second language (ESL), native language arts, and bilingual instruction in social studies, mathematics, and science to 275 students of limited English proficiency (LEP) at Walton High School in the Bronx, New York. An important feature of the program is its emphasis on career orientation, the acquisition of survival skills, and citizenship training. Career exploration has been added to the first and second year of ESL; citizenship is a special unit in the bilingual social studies program. Both of these are integrated with mainstream projects at Walton. In its second year of a three-year funding cycle, Project BLAST built on the previous year's strengths and made progress in resolving some of the problems noted earlier. A restructuring of the program to improve staff coordination was implemented; original curricula and materials were developed; and staff members participated in workshops, departmental meetings, professional conferences, and college courses. Parental involvement in the program was high and grew during the year, but all program objectives in this area were not attained. A major achievement was the high student attendance rate, averaging 88 percent or higher on a daily basis. Academic objectives were also met; in several areas, program student achievement surpassed that of mainstream students. (KH)

ED 272 374 SE 046 863

Thomson, Janet, Comp.
Math Staff Development Needs Assessment, Local Results.
Great Falls Public Schools, Mont.

PUB DATE- 85
NOTE- 44p.; Contains some light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Educational Assessment; *Elementary School Mathematics; Elementary Secondary Education; Faculty Development; *Federal Programs; *Inservice Teacher Education; *Mathematics Education; *Needs Assessment; Professional Development; *Secondary School Mathematics; Staff Development; State Programs; Teacher Characteristics
IDENTIFIERS- *Montana

The results of the mathematics training needs assessment for grades K through 12 teachers in the Great Falls Public School of Montana are contained in this report. This was conducted as one part of a statewide mathematics and science needs assessment. Teacher demographics, experience levels, and educational background are reported. Mathematics instruction was evaluated in the following areas: (1) amount of time spent on mathematics (elementary); (2) calculator use (elementary and secondary); (3) teacher self-evaluation (elementary and secondary); (4) topic priorities; and (5) use of computers. (JM)

ED 272 389 SE 046 884

Albrecht, Jean, Ed.; And Others
Social Sciences in Forestry. A Current Selected Bibliography and Index.
Minnesota Univ., St. Paul. Coll. of Forestry.
PUB DATE- Jun 86
NOTE- 107p.; Additional support provided by the U.S. Department of Agriculture, Forest Service Research Division.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- Agronomy; Annotated Bibliographies; *Conservation (Environment); *Environmental Education; *Forestry; Land Use; *Lumber Industry; *Natural Resources; Recreation; Trees; Water Resources; Wildlife Management
IDENTIFIERS- Environmental Management; *Forests

This is the sixth issue of Social Sciences in Forestry which provides a current annotated bibliographic listing of references related to four major areas of forestry. The main categories include: (1) applications to forestry at large (containing citings on resources, history, legislation, economics, education, research, technology, and environmental concerns); (2) applications to forest management (with references to multiple use management, ownership of public lands, labor, and protection); (3) production of forest goods and services (addressing areas such as outdoor recreation, wilderness, range, and watershed management, urban forestry, wildlife and fish, and wood production); and (4) applications to forest industries (focusing on wood-using and other forest industries, marketing and trade, and transportation). This publication also contains an alphabetized author index. (ML)

ED 272 528 TM 860 441

Wise, Lauress L.

Latent Trait Models for Partially Speeded Tests.
American Inst. for Research, Washington, DC. Washington Research Center.
SPONS. AGENCY- Association of American Medical Colleges, Washington, D. C.
PUB DATE- Apr 86
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Entrance Examinations; *Difficulty Level; Educational Research; *Error of Measurement; *Item Analysis; *Latent Trait Theory; *Mathematical Models; Predictive Measurement; Psychometrics; Scoring; Statistical Studies; *Test Items
IDENTIFIERS- *Medical College Admission Test; Speededness (Tests)

A primary goal of this study was to determine the extent to which item difficulty was related to item position and, if a significant relationship was found, to suggest adjustments to predicted item difficulty that reflect differences in item position. Item response data from the Medical College Admission Test (MCAT) were analyzed. A data set was created containing statistical data from two uses of each of 9,099 items. Three models were investigated for describing the relationship between item position and the decrease in the adjusted percent passing: (1) a linear model; (2) a quadratic model; and (3) an exponential model. Results show that item statistics can be significantly related to item position even for tests that are not apparently speeded. Taken as a whole, the results suggest a more comprehensive model of item difficulty with the time spent on each item as a mediating variable. Further development of such a model should be based on data from computer-administered tests where response latency data can be collected and analyzed. Other areas for future research include empirical investigations of the relationship of item position effects to examinee performance level and to characteristics of preceding items in the form. (LMO)

ED 272 598 UD 024 914

Minorities in California. A Major Public Symposium.
California Inst. of Tech., Pasadena.

PUB DATE- 5 Mar 86
NOTE- 132p.; Supported by a grant from the Seaver Institute.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Blacks; Business; *Economic Opportunities; *Government Role; Hispanic Americans; Immigrants; *Minority Group Influences; *Political Power; *Social Discrimination; *Socioeconomic Status
IDENTIFIERS- *California

This report focuses on political issues relating to California's major ethnic/racial minorities. Part 1 examines political attitudes and behaviors, with emphasis placed on comparisons between the heavily immigrant Latino and Asian communities and the largely native-born White and Black communities. Discussion and statistical data are provided on: the political attitudes and partisanship of new immigrants as compared to the rest of the population; their participation in the political process, how well racial/ethnic groups are represented at the various levels of California's government, and the problems faced by elected officials trying to represent these constituents. Part 2 covers the status of minority businesses in California, and the effect that government programs have had on them. Questions considered include: (1) How similar are the circumstances and problems facing the Black, Asian-American, and Latino business communities in California? (2) What are the basic government strategies and programs for encouraging business opportunities among immigrants and minorities? (3) What are some of the problems that have arisen with these approaches? Finally, Part 3 brings together survey findings to assess the perceptions of California's minority groups of discrimination and the opportunity structure of American society. A major conclusion drawn is that minority group leaders cannot count on common perceptions of discrimination and justice to foster a natural coalition between their group and other minorities. (KH)

ED 272 420 SO 017 360

Lynch, James
Building the Global Dimension of the Multicultural Curriculum.
PUB DATE- Jan 86
NOTE- 15p.; Paper presented at the Conference on Swann and the Global Dimension in Education (Bristol, England, January, 1986). For documents by the same author on related topics, see SO 017 361-362.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Pluralism; *Educational Change; Educational History; Educational Trends; Ethnic Groups; Foreign Countries; Global Approach; Minority Groups; *Multicultural Education; Racial Bias
IDENTIFIERS- United Kingdom

This paper commences by identifying five major arguments for setting current developments of multicultural education within a more global context. It proceeds to define cultural diversity and to argue its historical and contemporary location and development. Against this background the goals of multicultural education are identified and a conceptualization of ethnic revitalization movements by Banks is briefly described. The central role of national discourse within a context of maximum freedom of expression is urged if an effective identification is to be made of shared values to guide "moral" decisions in a multicultural society. Examples of international instruments are given which could "pathfind" agreement on such moral behavior and the experience of other societies in drawing up Charters of Rights for their citizens and legislative guidelines for their education systems is cited. The paper concludes by reiterating the need for a global dimension in the planning, implementation and evaluation of multicultural education in the United Kingdom. (Author)

ED 272 484 SP 027 891

Palaich, Robert; Flannelly, Ellen
Incentives: Improving Teacher Quality through Incentives. No. TQ84-3.
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- Department of Education, Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- Oct 84
NOTE- 26p.
GRANT- G00-830-3600
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Ladders; Elementary Secondary Education; *Incentives; *Merit Pay; *Policy Formation; Recognition (Achievement); Teacher Evaluation; Teacher Improvement; *Teacher Motivation; Teacher Salaries

This paper looks at the uses and limitations of performance pay, what sorts of decisions need to be made at various points, how decisions in one area are related to decisions in others, and what practical questions need to be answered if policy makers decide to put new or revised pay-for-performance systems in place. Specifically, the paper: (1) places compensation systems in the context of other types of rewards for performance; (2) reminds policy makers to clarify their goals for education improvements at the outset; (3) alerts them to the need for good teacher evaluation programs as well as the technical and procedural difficulties involved; (4) presents research findings about the effects of school organization and leadership on teaching quality; (5) recommends training teachers and administrators to meet new expectations; and (6) describes alternative incentive programs and establishes realistic expectations for them. (JD)

ED 272 557   TM 860 473

Murnane, Richard J.
Priorities for Federal Education Statistics.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 26p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Entrance Examinations; *Cross Cultural Studies; *Data Collection; Dropout Rate; Educational Finance; Elementary Secondary Education; Faculty Mobility; Longitudinal Studies; *Outcomes of Education; Private Schools; *Research Needs; *Statistical Data; Teacher Salaries
IDENTIFIERS- American College Testing Program; For Profit Schools; *National Assessment of Educational Progress; Scholastic Aptitude Test

The paper suggests priorities for the federal government's elementary and secondary education data collection efforts. Sections on outputs, inputs, and private schools describe what data is needed, what is already available, and what is recommended for data collection. Recommendations include a high priority for federal funding for the National Assessment of Educational Progress (NAEP). Scholastic Aptitude Test (SAT) and American College Test (ACT) scores should be published by state alongside an adjusted set of scores that takes into account the influences of participation rates, family income and private school attendance. International Association for Evaluation of Education Achievement cross-national test comparisons should receive continued financial support. A uniform method for calculating dropout rates should be implemented. Datasets are needed that provide detailed information on children's schooling as well as information on post-schooling careers and income paths. Data on teaching should be collected, including: (1) an annual comparison of salaries in teaching with those of other occupations; (2) information on SAT scores of college graduates entering teaching; and (3) teacher mobility patterns. Data on capital account expenditures should be examined in regard to use and cost. Data should be collected on private and for-profit schools. (LMO)

ED 272 642 UD 025 054

A Survey of Public Education in the Nation's Urban School Districts, 1986.

SPONS. AGENCY- National School Boards Association, Alexandria, VA.
PUB DATE- 86
NOTE- 529p.; For the 1979 Survey, see ED 182 411; for the 1983 survey, see ED 244 016.
AVAILABLE FROM- Special Program Services Department, National School Boards Association, 1680 Duke St., Alexandria, VA 22314 ($25.00 single copy; discount on 10-49 10%, 50-99 15%, 100 or more 20%).
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Boards of Education; Educational Change; *Educational Finance; Elementary Secondary Education; *Federal Aid; Public Schools; School District Spending; School Personnel; State Aid; Superintendents; *Urban Schools
IDENTIFIERS- National School Boards Association

This report documents the impact of current educational reform movements and fiscal conservatism on urban school districts and profiles district operations and activities using survey results from 61 urban school districts constituting 84% of the National School Boards Association Council of Urban Boards of Education. The statistical data falls under nine categories: the school district, the school board, school district finances, the school facility, legal and legislative issues, urban superintendents, the staff, impact of Federal expenditures, and impact of State/local expenditures. Findings illustrate that: (1) the variety of public school options open to students are great; (2) urban school boards continue to be responsive to their citizenry; (3) State, rather than local, funds constitute the primary revenue source for the majority of school districts; and (4) significant reforms, such as increased requirements for high school graduation and more rigorous teacher standards and training, have been instituted. (ETS)

ED 272 375 SE 046 865

Gunstone, Richard F.; Northfield, Jeff R.
Learners--Teachers--Researchers: Consistency in Implementing Conceptual Change.

PUB DATE- 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Processes; Cognitive Structures; *Concept Formation; Higher Education; Learning Theories; Misconceptions; Science Education; *Science Instruction; *Science Teachers; *Teacher Education; Teacher Improvement
IDENTIFIERS- Science Education Research

Perspectives on the need for consistency in considering the promotion of conceptual change in science students and teachers (and in some circumstances, researchers) are presented in this paper. The parallels between the consequences of this consistency and the literature on educational change are also highlighted. A particular focus is directed to the implications for pre-service and inservice education and for the fostering of approaches which support these implications for teacher education. Issues are addressed in the categories of: (1) student views and conceptual changes (reviewing different models of learning); (2) teacher change and the use of student views in classrooms (examining the strands involving formal research on conceptual change, constructivist perspectives in daily teaching, preservice teacher training courses, and inservice courses); and (3) researchers and conceptual change (providing a historical review of research on students' personal understandings of the world). The position is taken that fundamental similarities exist in the requirements for achieveing conceptual change in both students and teachers and that encouragement and support should be given to teachers in translating research into practice. A 24-item list of references is appended. (ML)

ED 272 501 SP 027 922

Herron, J. Dudley
Advice for the Talent Scout.
Coalition of Teacher Education Programs.
PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Ability; Higher Education; *Job Satisfaction; Teacher Effectiveness; *Teacher Recruitment; Teacher Salaries; *Teacher Supply and Demand; *Teaching Conditions
IDENTIFIERS- *Indiana

This paper explores the problems of recruiting the most qualified individuals to the teaching profession. Part 1 discusses the premise that supply and demand in teacher education are subject to the market forces that influence career choices in other fields. An analysis is given of how those fluctuations operate to reduce the intellectual quality of teachers. The financial status of teachers relative to other fields is summarized. It is noted that the relative financial position of teachers is unlikely to change. Part 2 discusses factors other than salary that influence job satisfaction of teachers. It briefly suggests the complexities associated with those factors, and it suggests a direction of change that would make the public schools more pleasant workplaces. In part 3, proposals to attract more able people to teaching are described and a specific plan of action is offered. The appendix provides SAT scores for national samples and students in the six member universities of Coalition of Teacher Education Programs (COTEP): Ball State, Butler, Indiana, Indiana State, Purdue, and the University of Evansville. The data shows that the SAT scores vary considerably among the six COTEP institutions. The Indiana data generaly reflect national trends; those who elect to teach are less able than college students as a whole. (JD)

ED 272 515 TM 860 268

Hsu, Tse-chi; Sadock, Shula F.
Computer-Assisted Test Construction: The State of the Art.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ERIC-TME-R-88
PUB DATE- Nov 85
NOTE- 89p.
CONTRACT- 400-83-0015
AVAILABLE FROM- ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541

($7.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adaptive Testing; *Computer Assisted Testing; *Computers; Educational Research; Educational Testing; Item Banks; *Measurement Objectives; *Measurement Techniques; State of the Art Reviews; *Test Construction; *Test Items

This report provides an overview of the current applications of computer technology to construct test items and/or to formulate tests according to sound measurement principles. The test items may be computer-generated from strategies programmed by test constructors, or pre-constructed by item writers and stored in computer memory. The tests formulated may be administered interactively by the computer or as paper and pencil tests. Studies dealing with computer applications in item construction, item banking, test design, and test administration (both adaptive and nonadaptive) are grouped for review in four sections: (1) theoretical and philosophical propositions; (2) applications and implementations; (3) evaluation and research; and (4) prospects for the future and implications for educational testing. It is concluded that while there have been many attempts to utilize computers for test construction, actual successful, large scale applications are relatively few. Most of these simply use computers to replace pencil and paper tests or human labor. With the exception of adaptive testing, there is little documentation to show that the quality of assessment processes is improved by computer utilization. However, with continuing rapid technological developments to overcome current computer limitations, and with attention to measurement quality, the future of computer-assisted test construction should be very bright. (BS)

David, Jane L.
Improving the Quality and Utility of NCES Data.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 21 Jun 85
NOTE- 8p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Data Collection; *Data Interpretation; *Educational Research; Elementary Secondary Education; *Reliability; *Research Methodology; Surveys; Technological Advancement
IDENTIFIERS- *National Center for Education Statistics

Three goals must be met in order for the National Center for Education Statistics (NCES) to improve the quality and utility of its data collection: (1) the choice of what to collect must be driven by the questions of interest to decisionmakers and the public; (2) procedures must insure validity and reliability of the data; and (3) the data must be reported in ways that facilitate use by the intended audience. The reliability of the data reported is the biggest challenge facing NCES. Careful choices about what to collect and clear reporting cannot compensate for inaccuracy. Reporting data should include the following points: (1) description of similarities and discrepancies from different sources; (2) indication of how various sources were used, when applicable; (3) precise descriptions of what the numbers represent and interpretations of how their known weakness influence the results; (4) knowledgeable interpretation of data; (5) methods of reporting which minimize inappropriate comparisons; (6) full and accurate citation of data sources; and (7) inclusion of a glossary to help readers. NCES should investigate the use of minicomputers for

different kinds of assessment instruments and should begin to design a computerized data collection system utilizing telecommunications capability. Comments on "Indicators of Education Status and Trends" are listed with page references. (JAZ)

ED 272 585 UD 024 363

Theobald, Robert
Creating a Desirable Education System.
San Diego State Univ., Calif. National Origin Desegregation Assistance (Lau) Center.
PUB DATE- 84
NOTE- 14p.; In: Educational and Societal Futures: Meeting the Technological Demands of the 1990s. Proceedings of a Conference (Anaheim, California, April 28, 1983); see UD 024 362.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications; Cultural Pluralism; Decision Making; *Educational Needs; *Educational Objectives; Elementary Secondary Education; *Futures (of Society); *Relevance (Education); *Social Change

The basic purpose of education is to prepare people to be successful in the world which will exist during their life span. Present day education is failing in this because our schools were organized for the industrial era. The resulting model requires that phenomena be predictable, understandable, and unidimensional. Today, we know that everything must be seen as it relates to everything else, that there is no such thing as truly objective analysis or action, and that all actions involve risk. Population expansion, new migration patterns, and new environmental concern have led us to require tolerance for ambiguity and appreciation for cultural diversity. The next predictable revolutionary change will emerge from the continued development of the technology of telecommunication. All people will be required to have the following basic skills: (1) to live with others in diverse communities; (2) to seek learning throughout the life span; (3) to make decisions about defined situations, while being aware of the interconnections with other situations; (4) to produce creative ideas about the ways a given situation can be improved; and (5) to distinguish between situations which need to be resolved with major change and those for which it is best to work within current realities. To meet these requirements will involve changing the fundamental psychology of the educational system. Community control must become real, communications between different systems must improve, and we must learn to cooperate while leaving cultural differences intact. (KH)

ED 272 628 UD 025 036

Webber, Kikanza Nuri

The Role of Language Teachers in the Quest for Educational Excellence.

California State Univ., Los Angeles.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 6p.
GRANT- A4098713
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- Bidialectalism; *Black Dialects; *Black Students; Elementary Secondary Education; *English Instruction; *Language Arts; Politics of Education; *Teacher Attitudes; *Teacher Role; Urban Education

Those who teach language arts to black children have many opportunities and face many challenges as they work to help Afro-American children learn standard English. Among the opportunities are: (1) to help black students retain the ways of using language that are unique to their culture, while at the same time helping them to acquire the language of instruction and political power, standard English; (2) to take on a more political role in order to gain support for Standard English as a Second Dialect programs; (3) to develop training programs to help instructors understand Afro-American language from both linguistic and cultural perspectives, and to learn techniques for supplementing this native dialect with standard English skills; (4) to refine strategies and techniques for teaching oral language and composition skills; and (5) to improve attitudes towards linguistic differences. Major challenges include: (1) avoiding the temptation to support the institutionalization of Black English without teaching black students how to use standard English; (2) providing substantive training for teachers, which includes knowledge of language acquisition, oral language drills, and knowing how to identify and remedy miscues in writing and reading caused by the interference of Black English; and (3) applying the vast and growing body of research on Black English to the teaching of language. (KH)

ED 272 359 SE 046 687

Dunkleberger, Gary E.
The Carroll County Elementary Science Program: A Hands on Approach. A 1985 SESE Exemplar Program.
Carroll County Public Schools, Westminster, Md.
PUB DATE- 85
NOTE- 11p.; For a more detailed report and grades 1-5 curricula, see SE 046 688-693.
AVAILABLE FROM- Carroll County Public Schools, 55 North Court Street, Westminster, MD 21157.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Elementary Education; *Elementary School Science; Instructional Materials; Program Content; *Program Descriptions; Program Development;

Program Evaluation; Science Activities; *Science Curriculum; Science Education; *Science Instruction; Science Programs

This paper describes the background and development, provides an overview, and discusses the evaluation of the Carroll County, Maryland, elementary school science program emphasizing a hands-on approach to science. It uses locally developed materials designed at each grade level and focuses on process skills instead of concepts. The program development was guided by a statement of principles: (1) a hands-on approach and direct involvement of students; (2) concepts appropriate for the developmental level of students; and (3) extensive use of science processes. Instructional emphases are: (1) Grade 1--observation; (2) Grade 2--classification; (3) Grade 3--experimentation; (4) Grade 4--analysis; and (5) Grade 5--application. Materials needed for the program are supplied to teachers in custom-made kits developed for each grade level, designed and manufactured by Delta Education. Teachers receive trade books selected to match curriculum topics to supplement the curriculum. Summer enrichment materials have been prepared for each level. The lab-based approach was compared to two textbook based programs and found superior in amount of hands-on activity, inclusion of scientific processes, student motivation, and teacher motivation, but inferior for implementation. Subsequent reports include documentation of material development and curriculum guides for each grade level. (JM)

ED 272 390 SE 046 885

Daugs, Donald R.
Foundations for an Elementary Science Methods Course.
Utah State Univ., Logan. Dept. of Elementary Education.
PUB DATE- 20 May 86
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; Course Descriptions; *Course Organization; Elementary Education; *Elementary School Teachers; Higher Education; *Preservice Teacher Education; Science Education; *Science Instruction; *Teacher Education Curriculum
IDENTIFIERS- *Utah State University

The proposed changes and plans for a new science methods course in an elementary teacher education program at Utah State University are discussed in this paper. The course uses a hands-on individualized curriculum which emphasizes an interactive student and teacher problem solving and helping relationship. Information presented in this paper includes: (1) introduction (reviewing background information, planning methodology, and rationale); (2) curriculum framework (listing the major goals and objectives which form the basis of the course's content and activities); (3) component inputs, processes, and outputs (specifying each topic's components); (4) research justification by goal and topic (providing philosophical and/or research support for each component); (5) conformation to the National Science Teachers Association's recommended standards (explaining how the program relates to the proposed standards); (6) summary statement; and (7) a listing of 128 references. (ML)

ED 272 405 SO 017 294

Violence.
Council of Europe, Strasbourg (France).

PUB DATE- Apr 85
NOTE- 25p.
AVAILABLE FROM- Directorate of Press and Information, Council of Europe, 67006 Strasbourg Cedex, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aggression; *Battered Women; *Child Abuse; Competition; Correctional Institutions; Crime; Delinquency; Hostility; Mass Media; Racial Relations; *Residential Institutions; *Team Sports; Terrorism; Value Judgment; *Violence

Highlighting the issue of violence, this Forum issue contains 12 essays. Titles and authors are: "Passivity in the Face of Violence" (Henri Laborit); "Democratisation without Violence?" (Friedrich Hacker); "Ritualised Violence in Sport" (Christian Bromberger); "Violence in Prisons" (Luige Daga); "Racial Aggression" (Geoffrey Bindman); "Violence in Institution" (Serge Heughebaert); "Schools and Violence" (Liliane Urben); "Criminality and the Mass Media" (Jerzy Sarnecki); "Violence against Women" (Clara Gallini); "A Response to Violence" (Richard Hellbrunn); "Cruelty to Children" (Caroline Mignot); and "International Action to Combat Violence" (Gioacchino Polimeni). (JH)

ED 272 437 SO 017 391

Pizzo, Tony
A Bibliography for Available Material Instrument Making (with Related Resources).
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- African Culture; Annotated Bibliographies; Educational Resources; Elementary Secondary Education; *Folk Culture; *Handicrafts; Music; *Music Activities; *Musical Instruments; *Music Education; Woodworking

This forty-five item annotated bibliography dealing with available materials about instrument making is comprised of 39 books, five catalogs, and one newsletter. These resources are divided into the following categories: instrument making books: children; instrument

making books: written on an adult level, but include projects suitable for the classroom or home; musicology and organology; and music instruction using student-made instruments: theory and practice. Names and addresses are given of six resources of mail order suppliers and a newsletter publisher. (BZ)

ED 272 452 SP 027 668

Flahault, Daniel; Roemer, Milton I.
Leadership for Primary Health Care. Levels, Functions, and Requirements Based on Twelve Case Studies. Public Health Papers No. 82.
World Health Organization, Geneva (Switzerland).

REPORT NO.- ISBN-92-4-130082-5
PUB DATE- 86
NOTE- 83p.
AVAILABLE FROM- WHO Publications Center USA, 49 Sheridan Ave., Albany, NY 12210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Community Health Services; *Foreign Countries; Leadership Styles; *Leadership Training; *National Programs; *Primary Health Care

This book considers the role of and the need for primary health care leadership, drawing upon case studies and research from the World Health Organization (WHO) communities. The differing levels and functions of leadership in primary health care are delineated, with particular emphasis given to regarding the leadership concept as "effective management." Twelve case studies are presented of primary health care programs in WHO member countries and functions of the programs and training programs to develop leadership are detailed. The first three reports, from Bulgaria, the Dominican Republic, and Viet Nam, are general accounts of national primary health care programs. Reports from Cuba, Finland, Papua New Guinea, and Somalia analyze one sample locality in a national primary health care program. Projects in Bangladesh, France, Kenya, Liberia, and the Philippines are analyzed in terms of one or more special primary health care projects in a given country. A chapter on "Levels and Functions of Leadership" includes consideration of planning and setting objectives, recruitment and training of primary health workers, promotion of community involvement, and evaluation of such programs. The chapter on "Requirements for Effective Leadership" discusses variations among countries and individuals, adequate resources for leadership, personal characteristics of leaders, and prerequisite education and experience. (CB)

ED 272 571 TM 860 487

Walberg, Herbert J.
National Statistics to Improve Educational Productivity.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 27p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Academic Standards; Adaptive Testing; Computer Assisted Testing; Computer Oriented Programs; *Data Collection; Elementary Secondary Education; National Surveys; *Productivity; Research Design; *Research Methodology; *Research Needs; *Statistical Surveys
IDENTIFIERS- National Assessment of Educational Progress; National Bureau of Standards

The value of statistical research depends on valid comparisons which can usefully influence educational policy. Educational research needs to extend the measures of learning (such as the National Assessment of Educational Progress) through nationally-calibrated absolute measures and through computer-assisted and adaptive testing. Direct sampling by computer would make educational polls and national assessment faster and less expensive. A national bureau of educational standards might be founded to collect, coordinate, calibrate, archive, analyze, synthesize, and make available the data that is needed to improve educational productivity. Nine factors promoting efficiency and productivity of learning are classified in three broad categories: (1) student aptitude, including ability, development, and motivation; (2) instruction, including amount of time students engage in learning and quality of instructional experience; and (3) environmental factors, such as home climate, classroom social group, peer group, and television viewing. The tables in the appendix illustrate the effect of productivity factors on achievement revealed by quantitative syntheses carried out by a number of investigators in Australia, Canada and the United States during the past decade. (JAZ)

ED 272 599 UD 024 940

Bouvier, Leon F.; Martin, Philip
Population Change and California's Future.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- 85
NOTE- 77p.; For the detailed tabular projections and the alternative projections, see UD 024 941-942.

AVAILABLE FROM- Population Reference Bureau, Inc., Circulation Dept., P.O. Box 35012, Washington, DC 20013 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Demography; *Ethnic Groups; *Futures (of Society); *Institutions; Mexican Americans; Population Growth; *Population Trends; *Racial Composition; Social Change; Statistical Distributions
IDENTIFIERS- *California; *Population Projections

This report examines how demographic changes, particularly in immigration and fertility, have affected and will continue to affect every segment of California's population. Three points are emphasized in the report: the number and type of Californians in future years, the size and composition of the labor force and the related issues resulting from changes in population size, and the changes in the social and cultural environment that may also be affected by demographic shifts. Population projections are developed to illustrate these emerging phenomena and what they will mean for schools, the labor force, retirement, and the culture of California. It is argued that, as a result of continued very low fertility and high levels of immigration, California is both aging and becoming increasingly heterogeneous in its composition. Chapters 1-4 discuss the past, present and future population of California; the regional distribution of the population; and the changing age composition. Chapter 5 focuses on the economy and labor force of the state and examines how both legal and illegal immigration affect unemployment among residents. Chapter 6 discusses demographic change and its impact on political, religious, retirement, cultural, and other social structures. Chapter 7 examines population growth in Mexico, the home country of many immigrants to California. Finally, Chapter 8 considers future scenarios for the state. Thirteen tables and 11 figures are presented in the report. (KH)

ED 272 613   UD 025 013

Ratteray, Joan Davis
Access to Quality: Private Schools in Chicago's Inner City. Heartland Policy Study No. 9.
Heartland Inst., Chicago, IL.
PUB DATE- 27 Jun 86
NOTE- 17p.; Support for this report provided by the Charles G. Koch Charitable Foundation.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Students; Educational Trends; Elementary Secondary Education; *Hispanic Americans; *Institutional Characteristics; Minority Groups; *Neighborhood Schools; *Private Schools; School Support; *Urban Schools
IDENTIFIERS- *Illinois (Chicago)

Black and Hispanic youth in Chicago are increasingly attending independent schools in their own neighborhoods. These schools offer students academic preparation within the context of a well-articulated philosophy and/or religious beliefs. In Chicago, there are nearly 50 such institutions, located in the least affluent communities. The average enrollment is 200 students, ranging from as few as 70 to as many as 1,300. Only two of the 50 schools are not State-accredited, and nearly all employ some teachers who have advanced degrees. The greatest reason for the growth of independent neighborhood schools in Chicago is that the environment of public education is regarded as hostile to minority youth. Specifically, Chicago's desegregation efforts are perceived to have failed, and parents desire to see their children in schools that provide better discipline, more individualized attention and more opportunities than public schools. Factors which inhibit the growth of independent schools have included: (1) the public's often-idealized commitment to public education; (2) black middle class flight from inner city neighborhoods; (3) low parental expectations regarding the usefulness of education; (4) the insularity of independent neighborhood schools, which have not often created associations with other independent schools; and (5) economic factors. This report, which includes brief profiles of ten independent schools, presents recommendations for supportive action in the public and private sectors. (KH)

ED 272 643 UD 025 055

Gutierrez, Margo, Comp.; And Others

Sourcebook on Central American Refugee Policy: A Bibliography with Subject and Country Index. Special Project Report.

Texas Univ., Austin. Lyndon B. Johnson School of Public Affairs.

PUB DATE- 85

NOTE- 75p.

AVAILABLE FROM- Office of Publications, LBJ School of Public Affairs, University of Texas at Austin, Austin, TX 78713 ($7.50 plus postage and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Civil Liberties; Federal Government; *Latin Americans; Public Policy; *Refugees

IDENTIFIERS- Asylum; *Central America; Sanctuary Movement

This bibliography on Central American refugee policy is the outgrowth of a year-long research seminar on the topic at the Lyndon B. Johnson School of Public Affairs of the University of Texas at Austin during 1983-1984. That seminar was concerned with several aspects of Central American refugee policy, including policies of the various Central American governments, the United States, Mexico, and the United Nations. It also looked at issues such as the sanctuary movement and political asylum. Much of the material reflects a Texas focus, in part because Texas has become an important national center for refugee issues. The major sections of the publication include: (1) books, manuscripts, unpublished papers, and church, government and human rights reports; (2) magazine and journal articles; (3) newspaper articles, editorials and statements; (4) newsletters, bulletins, other reports and resources. Within each section, entries are arranged alphabetically first by title (when no author is given), then alphabetically by author. A great number of newspaper articles and editorials are in Spanish, mostly from the Mexico City press, including the major dailies: Excelsior, Unomasuno, and El Dia. Articles from major U.S. newspapers include: New York Times, Washington Post, Los Angeles Times, Miami Herald, Boston Globe, San Diego Union, and Christian Science Monitor. An index by subject and country is included. (ETS)

ED 272 421 SO 017 361

Lynch, James
Preparation for Employment: A Multicultural Curriculum.
PUB DATE- 86
NOTE- 18p.; Paper presented at the Conference on Race, Curriculum, and Employment (Glasgow, Scotland, March 8, 1986). For documents by the same author on related topics, see SO 017 360-362. Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Change Strategies; *Cultural Pluralism; Curriculum Evaluation; Educational Assessment; Educational Change; Foreign Countries; *Multicultural Education; Secondary Education; Secondary School Curriculum; *Social Change; *Technological Advancement; Vocational Education
IDENTIFIERS- Europe; United Kingdom

Concerns about the way in which European secondary school curriculum may respond to social and technical change and the needs of the individual and society are addressed in this paper. One way to do this to through multicultural education. Six curricular strategies are identified as responses to the technological changes and six strategies address changes in society and the individual. It is suggested that in order to draw the technical and societal spheres more closely together into a multicultural concept a review of the curriculum be undertaken from four perspectives: focus, content, process, and evaluation. Finally 13 critical areas are identified as potential weakness for such a multicultural program. A list of references is included. (JEH)

ED 272 468 SP 027 852

Avi-Itzhak, Tamara E.

The Effects of Needs, Organizational Factors and Teacher's Characteristics on Job Satisfaction in Kindergarten Teachers.

PUB DATE- 83
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Individual Needs; *Job Satisfaction; *Preschool Teachers; Primary Education; *Teacher Characteristics; *Teacher Motivation; *Teaching Conditions
IDENTIFIERS- *Israel

The purpose of this study is to: (1) identify and assess perceived professional needs of kindergarten teachers; (2) identify perceived professional needs, organizational factors and teachers' characteristics which significantly discriminate between "satisfied teachers" vs. "dissatisfied teachers"; and (3) assess their relative contribution to the discriminant function. Ninety-three female kindergarten teachers from one school district of a major city in Israel participated in the study. Factor analysis yielded five factors collectively accounting for 62.4 percent of the explained variance. These factors--esteem, autonomy, self-actualization, security, and social--corresponded with Maslow's corresponded with Maslow's hierarchy of needs. Results indicate that teachers are most satisfied on the two lower needs--security and social--and are less satisfied on higher needs, esteem, autonomy and self-actualization. Results obtained from the discriminant analysis demonstrate the significant role of three higher needs, age, teaching experience, and organizational complexity in differentiating between satisfied and dissatisfied kindergarten teachers. (Author)

ED 272 485 SP 027 893

Flannelly, Ellen; Palaich, Robert
Policy Guide to Teacher Reward Systems. No. TQ84-1.
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- Jan 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Ladders; *Educational Policy; Government Role; Job Performance; *Merit Pay; Policy Formation; Teacher Evaluation; *Teacher Improvement; *Teacher Motivation; Teacher Salaries

The purpose of this guide, one of the nine-booklet Teacher Quality Series, is to help educational policymakers develop better policies by explaining how to use a compensation plan to improve education and how to make one work. It also encourages consideration of alternative policies to improve education. Each section introduces common positions on an issue in teacher rewards and offers both propositions advancing these positions and considerations of possible problems and alternative possibilities. The following topics are covered: (1) common arguments for, and against, performance-based rewards; (2) goals commonly proposed for performance pay, and limitations on using performance pay to achieve those goals; (3) actions and accomplishments that teachers could be rewarded for, and the usefulness of rewarding these actions; (4) different kinds of performance measurement techniques; (5) different ways of carrying out teacher evaluation; (6) ways to improve education; (7) what merit pay, career ladders and some other systems can be expected to accomplish; and (8) roles for state and local decision makers. A list of recommended readings is included. Information on the Teacher Quality Series concludes the booklet. (JD)

ED 272 529 TM 860 442

Klapp, Stuart T.

Memory and Processing Limits in Decision-Making.

California State Univ., Hayward.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.
REPORT NO.- AFHRL-TR-85-60
PUB DATE- May 86
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Decision Making; Higher Education; *Learning Processes; *Memory; Performance Factors; *Problem Solving; Recall (Psychology); Recognition (Psychology); Retention (Psychology); Short Term Memory; Simulation

According to the classical working memory perspective, tasks such as command and control decision-making should be performed less effectively if extraneous material must be retained in short-term memory. Only marginal support for this prediction was obtained for a simulation involving scheduling trucking and transportation missions, although robust memory loading did occur in the case of more abstract tasks. This pattern of results is not consistent with the classical single system view of working memory, and suggests that working memory may have multiple subsystems. Apparently, some memory demands can be isolated from the memory system used to accomplish the trucking and transportation task. Increased understanding of the nature of working memory subsystems and of isolation of task components into separate subsystems should aid in design of command and control task environments. (Two pages of references conclude the document.) (Author)

ED 272 376 SE 046 867

Thomson, Janet
Environmental Education, K-12.
Great Falls Public Schools, Mont.
PUB DATE- 86
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Animals; *Conservation (Environment); Curriculum Design; Ecology; Elementary Secondary Education; *Environmental Education; Experiential Learning; Geology; Integrated Curriculum; *Natural Resources; Ornithology; Paleontology; Physical Environment; Professional Recognition; *Program Validation; Solid Wastes; *Units of Study; Water Resources
IDENTIFIERS- *Environmental Education Programs; Excellence in Education; *Montana

The Environmental Education program of Great Falls Public Schools, which was Montana's state winner in the National Science Teacher Association 1986 Search for Excellence in Science Education, is described in this report. An overview is presented of the district's policies, administrative procedures, staff development plans, and curriculum and instructional activity offerings. The environmental classes and field experiences developed for grades K-12 are explained and summarized. Descriptions are given for units on: (1) animal differences (grade one); (2) fossils (grade two); (3) solid-waste recycling, microscope use, and pond studies (grade three); (4) water, waste water, and rocks (grade four); (5) evergreens, water pollution, noxious weeds, and soil conservation (grade five); (6) a conservation trip and energy alternatives (grade six); (7) ornithology (grade seven); (8) geology (grade nine); and (9) ecology and geology (grades 11-12). Also included in this report is a compilation of letters (14) which testify to the accomplishments and merits of the Great Falls Environmental Education Program. (ML)

ED 272 391 SE 046 886

Kloosterman, Peter; And Others
Need Sensing, Assessing, and Validation for Science, Mathematics, Computer, and Foreign Language Education in the State of Indiana. Final Report.
Indiana Univ., Bloomington. School of Education.
SPONS. AGENCY- Indiana State Commission for Higher Education, Indianapolis.
PUB DATE- 30 May 86
NOTE- 244p.; Cover title: Indiana Needs Analysis Project.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Science Education; Elementary Secondary Education; *Language Teachers; Mathematics Education; *Mathematics Teachers; Needs Assessment; Private Schools; Public School Teachers; Science Education; *Science Teachers; *Secondary School Teachers; Second Language Instruction; State Surveys; *Teacher Certification; Teacher Qualifications; Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- *Indiana

The purpose, design, and results of a study of teacher certification and qualifications for the subjects of science, mathematics, foreign language, and computer learning in Indiana are presented in this document. Sections of the report include: (1) contextual setting (explaining the federal regulations of needs assessments); (2) needs identification in public high schools (discussing the revision, administration, and results of a survey of teacher certification in science, mathematics, and foreign language and assessing the current state of computer learning as well as addressing issues of teacher quality); (3) needs identification in other areas of concern (presenting data for non-public high schools, public elementary and junior high schools, and higher education institutions); (4) assessment of needs for related groups (highlighting information on programs to increase participation of underserved student populations); and (5) implications for enhancement (summarizing and synthesizing data results into conclusions, projections, and recommendations). The document also contains a reference list, 13 appendices and 58 tables. The study concluded that most high school teachers were certified in their subject areas, but the major issue in Indiana is the quality of instruction not the process of certification. (ML)

ED 272 406 SO 017 303

Parker, G. W.; Anderson, Dorothy
Comparing State Support of Higher Education.
PUB DATE- 7 Apr 86
NOTE- 22p.; Paper presented at the Annual Meeting of the Association of Private Enterprise Education (San Antonio, TX, April 7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Equity (Finance); Educational Finance; Expenditures; Financial Needs; Full State Funding; *Higher Education; Local Legislation; Private Financial Support; Private School Aid; School Funds; School Taxes; *State Aid; State Legislation; Tax Allocation; Tax Effort
IDENTIFIERS- *Chronicle of Higher Education; State Issues; *State Taxes

Concentrating on states' needs for programs offered by institutions of higher education (IHE) and the manner in which these needs can be met and financed, the 3-part paper analyzes the elements included by "The Chronicle of Higher Education" in its ranking of states' suppoort of higher education based on the results of the Chambers Report and suggests the best single method to rank the states for comparative purposes. Part I provides an introduction to the topic. Part II discusses the ability to support higher education with attention to tax ability, base for comparison, capital outlay, tax and nontax income, public only versus public and private institutions, state only versus state and local support, and supplementary information. Part III compares and analyzes rankings and concludes, among other things, that it does make a difference in ranking when local government revenue for IHE is included along with state government revenue. A table and end notes are included. (TRS)

ED 272 438 SO 017 392

Patrick, John J.
Lessons on the Northwest Ordinance.
Indiana Univ., Bloomington. Social Studies Development Center.
SPONS. AGENCY- Indiana Committee for the Humanities, Indianapolis.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civil Liberties; Civil Rights; Governance; High Schools; Instructional Materials; Junior High Schools; Learning Modules; Lesson Plans; Secondary School Curriculum; *Social Studies; Teaching Guides; *United States History; Units of Study
IDENTIFIERS- *Northwest Ordinance; Northwest Territories

The purpose of this packet of six lessons is to make it easier for teachers to include substantial instruction about the Northwest Ordinance in their secondary school courses. Each lesson includes a lesson plan for teachers and a lesson for students to study. The lessons are concise and can be completed in one or two class meetings. Each lesson can be used singly but they are most effective as a set. Each one includes a clear statement of purpose and fits the current or general objectives of secondary school courses in United States history. The lessons include: "The Northwest Territory, 1780-1787"; "What Is the Northwest Ordinance?"; "What Does the Northwest Ordinance Say about Governance?"; "What Does the Northwest Ordinance Say about Civil Liberties and Rights?"; "The Northwest Ordinance and Indiana's Advancement to Statehood"; and "Timetable of Main Events." (TRS)

ED 272 502 SP 027 923

Jones, Donald W.

Successful Teacher Education Programs Depend upon Strong Cooperative Relationships between Public/Private Schools and Colleges and Universities.

Coalition of Teacher Education Programs.

PUB DATE- 85

NOTE- 45p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College School Cooperation; Cooperative Programs; *Field Experience Programs; Glossaries; Higher Education; *Teacher Education Programs

This paper addresses several issues which relate to the need for institutions of higher education to develop, implement, and sustain positive cooperative relationships with public and private schools in matters affecting contemporary teacher education programs. Areas such as curriculum development, instructional improvement, administrative decision making, research development, student assessment, general management, and overall school operation have witnessed varying amounts of cooperation between schools and colleges. The primary focus of this paper is directed to one area which depends extensively on positive and effective cooperative relationships--Professional Laboratory Experiences. Specifically, the paper addresses the necessity for professional laboratory experiences to become a critical vehicle for enhancing meaningful relationships between the training arm of the teaching profession and the real world of educational practice. Eleven questions are raised and organized into the following categories: (1) defining the territory; (2) the nature of experiences provided for teacher education students; (3) personnel considerations impinging on cooperative efforts; and (4) persistent concerns facing teacher educators. Recommendations are offered for better cooperative action by the Indiana Department of Education, higher education faculty who supervise laboratory experiences, and university members of COTEP (Coalition of Teacher Education Programs). A five-page list of references and a glossary are provided. (JD)

ED 272 544 TM 860 460

Eubanks, Eugene E.
Data Needs for Big City Schools.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 5p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Critical Thinking; *Data Collection; Economically Disadvantaged; Educational Research; Elementary Secondary Education; *Ethnic Groups; Reading Tests; *Research Design; *Social Differences; Standardized Tests; *Urban Education; Urban Schools
IDENTIFIERS- *National Center for Education Statistics

Public schools in the big cities and urban areas will become proportionally more minority and poor in the 1980's and 1990's. The traditional measures used to collect data on minority population have proved to be inaccurate. The following items are needed and will be of value to people working in urban public schools: (1) data which distinguish between students who read with understanding and those who merely recognize or sound out words, and data which also assess students' level of understanding; (2) data on ages when students begin to show real growth in terms of higher order thinking; (3) correlation between grades, achievement tests and social class; (4) studies of cohort groups nationally by social class in relation to attendance and achievement; (5) alienation from school for students beginning at grade 5 or 6 and through high school; (6) type and nature of communication that occurs between the school and the community; (7) information concerning achievement data by social class cohort relating to improvement from year to year; (8) holistic data regarding students' writing improvement on a yearly basis; and (9) other data of importance not collected systematically such as teacher absence and student suspension, large district comparative statistical data, and state comparative data. (JAZ)

ED 272 558 TM 860 474

Natriello, Gary
Products and Processes of the National Center for Education Statistics: An Agenda for the Next Decade.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 15p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; see TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Data Collection; Educational Resources; Elementary Secondary Education; *Longitudinal Studies; *National Surveys; Occupational Tests; Preschool Education; Private Schools; Public Schools; *Research Design; *Research Needs; School Surveys; State Surveys; Technological Advancement
IDENTIFIERS- High School and Beyond (NCES); National Center for Education Statistics

This review of the current data collection activities of the National Center for Education Statistics (NCES) is divided into two parts: a section of major recommendations applying to NCES plans in general, and a section reviewing each data collection activity and presenting specific suggestions. Section I recommends that NCES should: (1) explicitly consider moving beyond the collection of data on schooling to the collection of data on education; (2) conduct a longitudinal study of students in the elementary, middle-school, and junior high school grades; (3) pay greater attention to the collection of data on school processes; (4) organize the systematic collection of data on student performance on employer sponsored tests; (5) devote greater attention to those educational organizations that serve preschool youngsters; (6) put in place a process for ensuring that its large-scale data collection efforts can be linked with more micro-level studies; (7) work with a few states to develop pilot state level data bases related to significant issues; and (8) maintain an awareness of emerging technologies for the transmission and communication of data to relevant groups of users. Section II comments on the six current NCES surveys: Private School Survey, Public School Survey, Recent Survey of College Graduates, Survey of Teacher Demand and Shortage, High School and Beyond, and Library and Media Center Survey. (LMO)

ED 272 572 TM 860 488

Wang, Margaret C.
Toward Achieving Educational Excellence for All Students.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 28p.; In: Invited Papers: Elementary/Secondary Education Data Redesign Project, October 1985; TM 860 450.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Data Collection; *Educational Environment; Educational Innovation; Educational Objectives; Educational Research; Elementary Secondary Education; *Information Needs; *Outcomes of Education; Program Improvement; *School Effectiveness; Special Education
IDENTIFIERS- Effective Schools Research; Excellence; National Center for Education Statistics

Information should be gathered on specific features of school learning environments that are effective in maximizing all students' chances for schooling success, particularly the chances of success for special students who require greater-than-usual educational support. Research and educational practice support the contention that information on learning environments or conditions can enhance innovative program development, school implementation, and strategic planning. Research on the learning environment has studied productivity factors involving the interaction between students, instruction, and environment and the characteristics of instruction which are adaptive to student differences. In addition, it is important to gather information on learning processes as outcomes of effective schooling. Schools need to be more effective in creating environments that foster basic skills development as well as preparing every individual to make the educational, occupational, and professional choices that each person deserves. The National Center for Education Statistics data base could include these indicators of learning outcomes: students' use of resources, study strategies, use of specific lesson materials, learning behaviors, motivation, and self-concept. (GDC)

ED 272 360 SE 046 688

Hanson, Richard L.; Dunkleberger, Gary E.
The Carroll County Elementary Science Program: A Hands on Approach.
Carroll County Public Schools, Westminster, Md.
PUB DATE- 85
NOTE- 183p.; For a brief report, and curricula for grades 1-5, see SE 046 687, SE 046 689-693.
AVAILABLE FROM- Carroll County Public Schools, 55 North Court Street, Westminster, MD 21157.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Design; *Curriculum Development; *Curriculum Evaluation; Elementary Education; *Elementary School Science; Evaluation; *Instructional Material Evaluation; Program Descriptions; Program Development; *Program Evaluation; *Science Curriculum; Science Education; Science Programs

IDENTIFIERS- *National Science Foundation

This report documents the creation and evaluation of materials for the Carroll County, Maryland, elementary school science curriculum. Based on a 1983 pilot study and implementation of this program, funding was secured from the National Science Foundation for evaluation of the program. The principal investigating agency was the Carroll County Board of Education, working in conjunction with the Maryland State Department of Education, Hood College and the University of Maryland. The program provided preservice training for all teachers, follow-up workshops, program evaluation and identification, training and support of science coordinators in each school. The evaluation found the locally develped program to be significantly (p less than .001) better than two textbook approaches to which it was compared in amount of hands-on activity, inclusion of scientific processes, student motivation and teacher motivation. It was significantly more difficult (p less than .001) to implement then the textbook approaches. The bulk of the document consists of appendices which include statements of principles, pilot designs, duties of coach, operational definitions of processes, congruence with state framework, kit contents, supplemental text lists, live material center description, summer program information, and evaluations of Parent-Teacher presentations, the pilot study, and workshops. (JM)

ED 272 422 SO 017 362

Lynch, James
Changing Attitudes: Prejudice and the Schools.
PUB DATE- Mar 86
NOTE- 13p.; Paper presented at the Conference on Multicultural Education after Swann (Sunderland, England, March, 1986). For documents by the same author on related topics, see SO 017 360-361.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Pluralism; Elementary Secondary Education; Foreign Countries; *Holistic Approach; *Multicultural Education; *Racial Bias; Teacher Education; Teacher Student Relationship
IDENTIFIERS- *United Kingdom

The paper begins with the supposition that schools in Great Britain have been given the task of developing an ethos and teaching/learning approaches which may reduce and eradicate racism and other prejudices in education and the wider society. Prejudice is defined and 25 practical initiatives for combatting it through multicultural education are outlined, including the ideas of Stenhouse, Jeffcoate, Banks, and Twitchin and Demuth. Further research is suggested to reduce prejudice and three areas for further study have been identified: personality, social structure, and cultural dimensions of prejudice and racism. Finally, 14 guiding principles are identified to help establish policies for multicultural education by teachers. A three-page select bibliography is included. (JEH)

ED 272 453 SP 027 670

Hawley, Willis D.; And Others
Improving Teacher Quality and Effectiveness. Issues for the '80s. Planning Grant for the Development of an Institutional Grant Proposal to Establish an NIE Research and Development Center for Teacher Quality and Effectiveness.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Sep 85
NOTE- 29p.
CONTRACT- NIE-G-85-7107
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Policy; Educational Trends; Incentives; Staff Development; *Teacher Effectiveness; Teacher Evaluation; *Teacher Improvement; *Teacher Motivation; Teacher Recruitment; Teacher Salaries; *Teaching Conditions

This paper presents an overview of several of the problems and conditions of the teaching profession and discusses different issues related to the development and implementation of policies, programs, and practices designed to address them. The opening section examines the conditions of teaching--employment opportunities, teacher evaluation, professional development, professional status, and salary structures. In the following sections of the paper, discussions are offered on issues related to teacher entry and retention, the enhancement of competence and the facilitation of its use, and incentives and motivation. An overview is provided of several organizing concepts through which these issues might be explored, and issues related to the meaning of "teacher quality and effectiveness" are discussed. (JD)

ED 272 469 SP 027 853

Allain, Violet Anselmini; And Others
Teachers: Role and Career.
PUB DATE- 30 Jan 84
NOTE- 35p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (New Orleans, LA, January 30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Beginning Teachers; Career Choice; *Developmental Stages; Educational Research; Elementary Secondary Education; Incentives; Rewards; *Role Perception; *Teacher Attitudes; *Teacher Role; Teaching Experience

This paper presents an analysis and review of recent research on the teacher's role, rewards and incentives for teachers, and the developmental stages through which teachers progress. Studies on the role of the teacher included investigations into the social and psychological perspectives on the role, and the social and structural features of role perception. Two perspectives of role are examined--the accepted role as understood and internalized by the individual, and the "sent role," or the expectations of others for the behaviors and attitudes of the individual living in that role. Studies on teaching as a career of choice have focused on the attractions to teaching, and the extrinsic and intrinsic rewards and incentives a teaching career offers. Examinations of teacher attrition have indicated different emphases on various satisfactions and dissatisfactions of teaching. The final section of the paper is devoted to a review of research on the developmental stages in teaching and a brief overview of studies on beginning teachers. A seven-page list of references is appended. (JD)

ED 272 516 TM 860 275

Henderson, Nancy B.; Pine, Shirley J.
Investigating the Language Assessment Tasks with Learning Disabled Children.
PUB DATE- 85
NOTE- 8p.; Paper presented at the Annual Meeting of the American Speech-Language-Hearing Association (Washington, DC, November 22-25, 1985).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Comprehension; Criterion Referenced Tests; *Diagnostic Tests; Educational Diagnosis; Elementary Secondary Education; *Language Handicaps; Language Processing; *Language Tests; *Learning Disabilities; Preadolescents; Scoring; Standardized Tests; Test Items
IDENTIFIERS- *Language Assessment Tasks (Kellman Flood Yoder)

This study investigated the diagnostic effectiveness of the Language Assessment Tasks (LAT) in differentiating language disordered students from nonhandicapped students. LAT was administered individually to two groups of subjects (experimental and control) matched for sex, race, and birthdate (ages 9-14 years). The performances of each group of subjects were analyzed by subtest items and for each language modality--comprehension, production, language content, and communicative competence. For data analysis and for grouping the subjects by language modalities, a numerical scoring system was developed. In all cases, the nonhandicapped subjects had higher performance scores. Not all subtests were useful in differentiating learning disabled subjects from the nonhandicapped, and many of the LAT items were equally difficult for learning disabled and nonhandicapped subjects. Correlation did not show a relationship between age and performance and sex and performance. Thirty-three percent of the test items were found to be effective in discriminating the language disabled students from the nonhandicapped students, and 17 percent were equally difficult for both groups of subjects. It was concluded that LAT can be utilized as a criterion referenced instrument with those items shown to differentiate the language disabled students from the nonhandicapped students. Modifications of scoring procedures are suggested. The specific findings are illustrated in four figures following the study. (JAZ)

ED 272 530 TM 860 443

Long, Jean E.

The 1985 Ann Arbor Teachers' Writing Assessment.

PUB DATE- Feb 86
NOTE- 8p.; Paper presented at the Annual Meeting of the Michigan School Testing Conference (26th, Ann Arbor, MI, February 25-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Criteria; Grade 11; High Schools; *Self Evaluation (Individuals); *Teacher Evaluation; *Teaching Methods; Writing (Composition); *Writing Evaluation

IDENTIFIERS- Ann Arbor Public Schools MI

A committee comprised of five teachers from the Ann Arbor school system along with consultants from the University of Michigan's English Composition Board and the Director of Language Arts planned, administered, and evaluated an assessment of the writing of all 11th-grade students in the district. It was designed to reflect writing as process and to reflect the kind of writing students are most frequently asked to produce. The primary goal was to look at the effectiveness of the writing curriculum and most importantly to provide each faculty member with the opportunity to conduct a self-study of his/her teaching practices. To this end, teachers designed the prompt, the criteria, and the procedure for administering the assessment, and then scored each paper with a partner with whom they met to discuss and reach a consensus on discrepant scores. The result was a prompt that elicited writing from all but six of 1,054 students and gave teachers a much clearer sense of the range of student writing in the district and the standards that individuals and colleagues bring to that writing. (Author/JAZ)

ED 272 586 UD 024 365

Anderson, Patricia W.

New Age Ethics: Ethical Implications on Critical Future Issues.

San Diego State Univ., Calif. National Origin Desegregation Assistance (Lau) Center.
PUB DATE- 84
NOTE- 28p.; In: Educational and Societal Futures: Meeting the Technological Demands of the 1990s. Proceedings of a Conference (Anaheim, California, April 28, 1983); see UD 024 362.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conservation (Environment); Cybernetics; *Ethics; *Futures (of Society); *Nuclear Warfare; Scientific Attitudes; *Social Change; *Technological Advancement; World Problems

Twentieth century scientific advancement has produced a "New Age" requiring a new ethics. The nature of human action has been profoundly and irrevocably modified. Theoretically, an ethics for the New Age must take into account humankind's new relationships to human interaction and to the natural world. New issues requiring important ethical decisions include medical intervention, genetic engineering and biotechnology, modern armaments, nuclear energy, biocybernetics and computerization. The following propositions relate to these issues: (1) Humankind occupies a critical link within the chain of life, and human's self-interest as a species is inseparable from the well-being of the earth. (2) There is a new transgenerational ethics, dimensioned in time. (3) Temporal parameters have been redefined. There is a new meaning in the link between past, present, and future. (4) With the development of biotechnology, humans are engaged in Participatory Evolution. (5) Humankind is witnessing the change in change itself. (6) Life is information. Death is a loss of information and a disruption of the transgenerational relays in information for both humans and nature. (7) A new imperative exists to recognize the social implications of technology, and to guide the development and utilization of technology with humanitarian values. These seven propositions suggest the parameters of the New Age Ethics, but the overriding ethical issue of today is the nuclear predicament. Educators must work to reconstitute the relationship between generations, both present and unborn, and between humankind and planet Earth. (KH)

ED 272 614 UD 025 017

Chang, Moon K.
Liberal Education and Mainstreaming.
PUB DATE- 2 Nov 85
NOTE- 8p.; Earlier version presented at the National Conference on General and Liberal Education (25th, Atlanta, GA, October 31-November 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Achievement; Elementary Secondary Education; General Education; Higher Education; *Liberal Arts; *Minority Groups; *Social Integration; *Student Needs; *Teacher Attitudes; *Teacher Background

Many minority students remain segregated from the mainstream of society. Disproportionate numbers of minority students drop out or require special education, and they are more likely to encounter teachers unqualified to meet their special needs. If more emphasis were placed on the liberal arts, teachers would be better able to accommodate ethnic and cultural differences in their classrooms, and better able to help mainstream the minority students into society. Liberally educated persons are more likely to know why they should be tolerant of others' feelings and ideas, and to be more appreciative of social diversity. Furthermore, liberal arts education appears to be an educational affirmation of the social bond that joins all people. The ultimate value of liberal arts education is that it makes us discontented with imperfection and it inspires us to develop our potentialities as unique individuals. (KH)

ED 272 629 UD 025 037

Ochoa, Albert
Problems of Access to Higher Education for Students of Non-White Ethnic Backgrounds.
California State Univ., Los Angeles.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 7p.
GRANT- A4098713
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- Academic Achievement; *Access to Education; *Educational Opportunities; *Educational Policy; Elementary Secondary Education; *Equal Education; Expectation; *Hispanic Americans; Minority Groups; *Racial Discrimination; Student Needs
IDENTIFIERS- *California

As California moves to become the only large industrial State with a numerical majority composed of non-whites, the quality of education and institutional expectations for non-white children diminishes. For example, Hispanic students in California are members of the fastest growing ethnic group in the nation and in the State, but, in 1981, 77% of all Hispanic students attending California public schools were underachieving. Compared to white pupils, Hispanic students were twice as likely to repeat grades, drop out, and read below grade level. Moreover, they have limited access to curricular programs which stress college preparation, particularly in the math and science areas. Those able to enroll in college are more likely than Whites to attend two-year institutions as part-time students. In California, only 7% of Hispanics who enter college each year are likely to receive a bachelor's degree. Similar evidence of educational inequity and neglect can be provided for Blacks and American Indians. Among the practices and policies which limit access and lessen the expected outcomes of non-white students are those that: promote monolingualism, suggest the dominant values of society to be superior to others, establish low academic expectations for students based on their social, linguistic, and economic background, view linguistic and cultural differences as deficits and problems to be remediated, and track students for limited career options. Current policies do promote equities of resources, but policies promoting equality of expectations and treatment remain to be developed. Recommendations for practice and policy development are outlined. (KH)

ED 272 644 UD 025 056

Beyond Ellis Island: Hispanics--Immigrants and Americans.

National Council of La Raza, Washington, D.C.

PUB DATE- Jun 86
NOTE- 47p.; Sponsored by McGraw Hill Broadcasting Company.
AVAILABLE FROM- National Council of La Raza, 20 F Street, N.W., 2nd Floor, Washington, DC 20001 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Acculturation; Federal Government; Hispanic American Culture; *Hispanic Americans; *Immigrants; *Public Policy; Social Integration; *United States History
IDENTIFIERS- Immigration Impact; *Immigration Law

This document, divided into five chapters, describes and analyzes the role of Hispanics in American history. Chapter 1 presents an historical overview of Hispanic immigration to the United States, focusing separately on four groups: Mexicans, Puerto Ricans, Cubans, and other Hispanics. Chapter 2 discusses the contributions of Hispanic immigrants to American government, learning, and culture. The benefits of immigration are discussed generally, and profiles of notable Hispanics are presented. Chapter 3 describes how United States immigration policy has been affected by racism and xenophobia. Historically, Americans have been ambivalent about immigration, cherishing their immigrant heritage yet fearing new immigration, and a combination of quota systems, false rhetoric, and economic considerations have stimulated policies inconsistent with democratic ideals. The chapter also discusses the nature of "acculturation" in American society and focuses on Hispanic acculturation in particular. Chapter 4 identifies recurring themes in Federal immigration policy and reviews recent policy proposals. It is noted that immigration laws today affect Hispanics more than any other group, and recommendations are made for immigration reforms. Finally, Chapter 5 summarizes the basic themes of the report. A list of selected references is included. (KH)

ED 272 486 SP 027 894

Rosenholtz, Susan J.
Myths: Political Myths about Reforming Teaching. No. TQ84-4.
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- Oct 84

NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Ability; Career Ladders; Elementary Secondary Education; Incentives; Merit Pay; *Professional Development; Rewards; *Teacher Effectiveness; *Teacher Motivation; *Teacher Salaries; *Teaching Conditions

This paper, one of the nine-booklet Teacher Quality Series, examines ten popular assumptions that underlie many new proposals to solve the problems of the teacher workforce. It is argued that many of these assumptions are unsupported by research on teaching. It is also suggested that the ability to attract, train and keep good teachers depends heavily on base salary, the organizational conditions of work, and the professional development opportunities in addition to the type of incentive system offered by the school. The following unsubstantiated assumptions (or "myths") are discussed: (1) pay teachers and they will teach better; (2) competition among teachers for career advancement and higher pay is a sound way to improve the quality of their service; (3) promotions and incentive pay will keep good teachers in teaching; (4) career ladders will encourage teachers to improve; (5) career ladders and incentive pay will attract more academically talented people into teaching; (6) teachers who are promoted up career ladders can evaluate other teachers for promotion; (7) since almost everyone can recall at least one great teacher, the characteristics of great teachers are easy to identify; (8) the scores students make on tests are a good measure of teacher effectiveness; (9) an effective teacher is equally effective in all settings; and (10) good teachers are born not made. A four-page reference list and a page of information concerning the Teacher Quality Series concludes the booklet. (JD)

ED 272 600 UD 024 941

Bouvier, Leon F.; Martin, Philip
Population Change and California's Future. Detailed Tabular Projections.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- 85
NOTE- 147p.; For the accompanying report and the alternative projections, see UD 024 940 and UD 024 942. Portions contain light type.
AVAILABLE FROM- Population Reference Bureau, Inc., Circulation Dept., P.O. Box 35012, Washington, DC 20013 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Asian Americans; Blacks; *Ethnic Groups; *Futures (of Society); Hispanic Americans; *Population Growth; *Population Trends; Statistical Distributions; Whites
IDENTIFIERS- *California; *Population Projections

This document consists entirely of 132 tables which present statistics on the projected population size of 12 racial and ethnic groups in California: non-Hispanic Whites; Blacks; Hispanics; Chinese; Filipinos; Asian Indians; Japanese; Koreans; Southeast Asians; Vietnamese; Other Asians; and other groups. An accompanying report deals with these projections more descriptively. For each group, 11 tables are provided. The first shows population at the beginning of the projection period (January 1980) and then the following 10 tables show projected population at 5-year intervals, up to, and including, the year 2030. (KH)

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